

MAKERERE



UNIVERSITY

**COLLEGE OF BUSINESS AND MANAGEMENT
SCIENCES (COBAMS)**

**MID-TERM REVIEW OF THE ECONOMIC POLICY
MANAGEMENT PROGRAMME AT MAKERERE
UNIVERSITY-UGANDA (EPM MAKERERE-PHASE IV)**





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DRAFT REPORT

Submitted by

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FOREWORD

It was at a meeting held in Nairobi on June 5, 1995, involving representatives of the ACBF, that the AERC Secretariat and McGill set up the selection process for the in-Africa EPM Program and drew up the list of possible partner universities (University of Ghana, Legon, University of Nairobi, University of Ibadan, University of Dar es Salaam, Makerere University and University of Zimbabwe). Makerere University and University of Ghana, Legon were selected to host the EPM Program in Anglophone countries while Younde II and Abidjan Universities were to host the Program for Francophone Africa.

The first EPM in Africa was launched in August 1998 at Makerere University followed by the other three programs in University of Ghana Legon, University of Yaoundé and University of Cocody Cote d'Ivoire. At Makerere University, EPM was to be coordinated under the College of Business and Management (CoBAMS). EPM was set apart from standard economics programs, because it emphasized policy application through student interaction and internships, which made it ideal for practitioners. The long term objective of the project was to increase the capabilities of African universities in providing Economic Policy Management programs at a Masters level. In the short term, the goal was to train a significant amount of economic policy analysts and development managers to satisfy the immediate need. The project also set out to reduce the gender inequality in the profession of economics in Africa.

In 2012, the African capacity building foundation (ACBF) made available to Makerere University a grant amounting to the equivalent of United States of America Dollars two million, six hundred fifty thousand only to fund phase IV of the economic policy management program. The role goal of EPM phase IV was to consolidate the achievements of the past EPM phases to improve the efficiency of the public and private sectors in Eastern Africa through the enhancement of capacity for economic policy analysis and management. This goal was to be accomplished through the following objectives:

- I. Improve the skills and competences in economic policy management through training; and
- II. Strengthen the human and institutional capacity of the College of Business and Management Sciences at Makerere University.
- III. To improve the sustainability of the EPM Program

To ensure the smooth implementation of the Program, CoBAMS was responsible for the following key activities;

- I. Implementing the Masters Degree training in Economic Policy Management
- II. Implement short training in areas of policy analysis, Program and Project Management, Monitoring and Evaluation, Public sector management, Public sector planning and budgeting as well as leadership skills for change development
- III. Update and publish courses training materials, acquire more text books and subscribe to more on-line journals
- IV. Conduct training of trainers workshops as well as review and update program curriculum.
- V. Develop and implement a resource mobilisation strategy
- VI. Undertake marketing activities.
- VII. Establish Alumni network as well as network with other EPM and other related programs.

Since 2012, a number of project activities under each of the above have been undertaken. The goal of the mid-term review was to assess and determine the extent to which EPM Makerere has implemented the main objectives of the program.

ACKNOWLEDGMENT

The success of the midterm evaluation could not have been achieved without the invaluable support of different parties. The evaluation is grateful to members of the Project steering committee, University management, Program Management staff, College management/Director of EPM, the coordinator of EPM, key other stakeholders and students, whose active participation in giving ideas and suggestions was fundamental to the success of the evaluation.

The project coordinator and team gave guidance throughout the evaluation process through arrangement of series of inception plan meetings and the actual field data collection. They also availed all requested documents on time. These documents added value to the mid-term evaluation report. The consultant is grateful to all the members who were instrumental in coming up with the required comments on the evaluation inception report and instruments, as well as organizing for the interviews.

The evaluation would not have been productively concluded if the students, who are the direct beneficiaries would not have cooperated to fill in the survey instruments. The academic staff were equally helpful through accepting to participate in the focus group discussion meetings. Other stakeholders Participated in the survey, Focus Group Discussions (FGDs) and in-depth Key Informant Interviews (KIIs). Lastly, the consultant would wish to thank all those who contributed, in one way or another, in the generation of this report. The consultant is also grateful to ACBF for financing this important study.

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EXECUTIVE SUMMARY

A: PROJECT CONTEXT

This mid-term review related to Phase IV of the Masters in Economic Policy Management (EPM) supported by ACBF. This phase started in 2012 with specific objectives to (1) Improve the skills and competences in economic policy management through training; and (2) Strengthening the human and institutional capacity of the College of Business and Management Sciences at Makerere University. The strategies to meet the first objective included; offering a one year (12 months) masters' degree level training to a critical mass of economic policy advisors and officers, and Organization of short-term courses for mid-career managers and policy makers. The project involved institutional support in terms of procurement of textbooks, computers and other facilities.

EPM was set apart from standard economics programs, because it emphasized policy application through student interaction and internships, which made it ideal for practitioners. The long term objective of the project was to increase the capabilities of African universities in providing Economic Policy Management programs at a Masters level. In the short term, the goal was to train a significant amount of economic policy analysts and development managers to satisfy the immediate need. The project also set out to reduce the gender inequality in the profession of economics in Africa.

B: MID-TERM REVIEW OBJECTIVES

The goal of the mid-term review was to assess and determine the extent to which EPM Makerere has implemented the main objectives of the program. The specific objectives of the Review were to:

- I. Analyze the main assumptions/hypotheses of the design of the project in order to determine their continuing validity; assess the extent to which the project has contributed to:
- II. Improvement of skills and competences in Economic Policy Management in Eastern Africa
- III. Strengthening of the human and institutional capacity of the College of Business and Management Sciences at Makerere University
- IV. Assess the project disbursement performance and compare/match the rate of disbursement with outputs or activities achieved, resource mobilization efforts and long term sustainability.
- V. Assess the efficiency and cost effectiveness of EPM Makerere's financial management system and the extent to which it supports sound financial management practice and responds to ACBF Financial and Disbursements rules and procedures.
- VI. Assess the effectiveness of EPM Makerere governance and management organs in guiding and overseeing the implementation of the projects' activities.
- VII. Identify bottlenecks that might hinder project implementation or opportunities that can improve the performance of the project;
- VIII. Recommend any adjustments necessary to improve efficiency, effectiveness and impact of the project.
- IX. Review the project's experiences with a view to drawing and documenting specific achievements or results delivered, constraints, and lessons learnt

- (itemized individual lessons, failed cases as well as best practices) from implementing EPM Makerere and make recommendations from an independent point of view.
- X. Assess the extent to which EPM Makerere has continued demand, relevance, need, feasibility and sustainability for the future and provide an independent opinion on what should be the focus of the future EPM Makerere Program.

The review involved interviews with the project steering committee members, the university management and project staff, and the academic staff teaching on EPM. The review also conducted a survey on current and former students. Additional information was obtained from the various project documents.

C: KEY FINDINGS

Project context, relevance, effectiveness and Governance

- I. The assumptions which were held at the start of the project are still valid which makes the project relevant but there are new developments that have taken place within individual countries, the region and continent that need to shape the direction of EPM. Uganda has Vision 2040, Kenya has Vision 2030, Tanzania has Vision 2025, and Rwanda's Vision 2020. In addition to these, the countries that constitute the East African region had their visions and the continent has vision 2063. The EPM programme needs to be 'speak' quite profoundly to these policy documents. This suggest that African countries could come up with new ideas to include in a revised EPM project since the context has been influenced by new developments
- II. The project has so far equipped a significant number of graduates with appropriate economic management skills and competences. Both Ugandan and foreign students agree that the EPM is a relevant program both in the design and context. The remaining policy gaps in the continent make it pertinent to continue building the competences.
- III. The review shows that 97% of the current students agree that the course has had a positive impact on their learning while 75% of the former students share the same view. The students revealed how they are able to figure out why some policies were successful and others failed in practice since they had learnt critical analysis and applied approaches to strategic planning, financial management and research.
- IV. The review showed that 95% of the students agreed that the course lecturers were effective in delivering the course deliverables while 63% of the former students have the same response. There is still gender disparity on the EPM where males are dominating the student enrollment. The Ugandan students on the project are more than foreign students over the reviewed period. The survey data showed that the 52% of the current students were Ugandans (15 male, 16 female) and 48% (24male, 4 female) were foreigners. There were more male foreigners as compared to the females. This gender disparity exists over the years.
- V. Analysis also revealed that 66% (29 male, 10 female) of the respondents were on the day program of the EPM while 34% (10 male, 10 female) were on the evening program. The EPM day programme appeared more popular partly because this involved the majority of sponsored students. Further analysis

revealed that Uganda had 14 (7 males, 7 females) under the day program compared to (22 males, 3 females) on the same program.

- VI. Generally there have been over the years been more Ugandans (63%) than foreigners combined (37%) that have been recruited over the period 2011/12 to 2015/16. Of these 68% were male and 32% were female. There were more Kenyans and Tanzanians recruited at 11% and 7% respectively. Rwanda and Liberia each had 6% of the students over the review period while Burundi and Malawi had the lowest recruits over the review period each at 1%. The period 2013/14 had the most recruitment at 69 accounting for 24.5% closely followed by 2015/16 at 68, accounting for 24.1%. The period 2012/13 had the least recruitment of 25, accounting for 9% of recruits over the review period 2012/13 to 2015/16.
- VII. The EPM curriculum has not been reviewed during the assessment period yet this was one of the core components of the period. The reason for this non-compliance was attributed to the failure by the university to provide funding for this component. The consultant would recommend a re-allocation of money from some ACBF funded activity if this key activity is to be undertaken in the remaining period.
- VIII. The project has invested in some modern infrastructure for conference rooms and IT equipment as well as procuring required textbooks. However, the lecturer rooms for this high-level Master's program are not of the right standards especially when compared with lecturer rooms that the consultant found were meant for a similar donor funded-Masters in Public Infrastructure management. The conference room and computer labs are of commendable quality
- IX. The project governance structures are appropriate. The project is managed by a high caliber steering committee with members who are highly experienced in matters of economic policy. The gender representation of this committee however favors males as compared to females. The project has appropriate manuals and policy documents which stipulate the best practices for manning human resources and conducting procurements. There is however some problems with the procurement rules which are not harmonized with the public procurement regulations and international best practices. Procurements on the project take a longer period than expected.
- IX. The project disbursement from ACBF has been consistent and timely. Counterpart funding however has not been consistent.

Project efficiency

Core project activity

- I. The core program component was subdivided into four activities which included Training, Participant travel and Living Expenses, Governance and Monitoring activity. Overall, the core program component alone utilised 64% of its proposed budget expenditure between the 2012/13 to 2014/15. The period 2013/14 had the highest (88%) expenditure of the total proposed budget while 2012/13 had the lowest (34%) expenditure.
- II. Further analysis showed that overall 71% (2012/13 to 2014/15) of actual expenditure on the Core program component was spent on Participant travel

and Living Expenses activity alone compared to 28% (2012/13 to 2014/15). During the period 2013/15, the project spent an extra 26% of the proposed budget for the Participant travel and Living Expenses activity thus spending an extra US\$ 79,023.81.

- III. There was no expenditure on the Monitoring activity in the period 2012/13 and 2013/14. During the period of 2014/15, the program spent US\$ 4,536.00 accounting for 55% of the proposed budget for this activity.
- IV. The review revealed that a total of 505 (299 M&E, 206 PPM) individuals had been trained in short term courses.

Institutional Support

- I. The Institutional Support Component was subdivided into two activities which included Capital and Administrative expenditure. Generally the Institutional Support Component alone utilised 61% of its proposed budget expenditure between the 2012/13 to 2014/15. Document review revealed that 88% of the actual expenditure under the institutional support component was spent on Administrative related issues.
- II. The total actual expenditure of the Institutional Support Component for the period 2013/14 recorded the highest (75%) expenditure of the total proposed budget while 2012/13 had the lowest (33%) expenditure of proposed budget.
- III. There was no capital expenditure during the period of 2012/13 according to documents reviewed. However, the period 2014/15 saw an actual 83% Capital expenditure of the proposed budget. This was due to the procurement of IT equipment which included Software and 30 computers that are being used in the current computer laboratory and the printing of books which are stocked in the library at CoBAMS.
- IV. Further review of the quarterly reports and work plans showed that actual expenditure in the period 2013/14 went up by 1% (US\$ 973.66) of the proposed budget.

D: PROJECT RISKS AND SUSTAINABILITY

- I. There are still unspent funds which indicates absorption capacity or bureaucratic delays in the utilization of funds. At the same time, the commitment which were made at the start of the project by other partners including Makerere University have not been fully met. Interesting though, some scholarships have gone unutilized in the midst of a continent that has deserving students who would be able to seize such a training opportunity.
- II. The financial disbursements from Makerere University Central revenue collection accounts to the college to cater for programme activities is an area of risk that needs attention as the review found a number of programme activities that were being delayed especially teaching and supervision allowances. The review found delays in paying for these activities although the university bursar indicated during an interview it was a problem created by the college through submitting claims at the end of the semester. In their response however, they refuted the claim and the consultants concludes this is still an area of risk that needs attention. A review of the lecturer payment modalities especially for supervision of final student projects and payment of external assessors should be addressed through ACBF intervention.

- III. The failure by the university to commit funds for the review of the curriculum is a risk area that needs attention especially given the critical nature of this activity towards the end of the project. The review of the curriculum needs to be comprehensively undertaken taking into account the views of different stakeholders. ACBF could allow internal re-allocation from the unspent funds to undertake this critical activity of the EPM before the end of the funding period.
- IV. The EPM has increasingly attracted more Ugandan students than foreigners. This has a potential risk of making EPM like 'any other' Ugandan Master's degree programme. The regional character of the programme as was intended from the design needs to be preserved through scaling efforts of marketing to attract more foreign students with preference given to deserving female applicants to reduce the gender disparity which was the core goal of the project.
- V. There is low completion rates and yet there is no mitigation plan on how the university addresses students who do not complete on time. It was not conclusive during the review whether Makerere gives a waiver to such a group of students or ACBF allows extension of scholarship especially if non-completion is outside the control of the students. A policy decision needs to be taken on this matter.
- VI. Quality assurance is another risk that needs to be addressed especially given the motivation of academic staff was found to be low due to delays in payments and the apparent low rates paid for their teaching compared to existing programmes in the College like the donor funded Master's in Public Infrastructure Management. The quality risks also come in due to the fact that the teachers are only the Makerere faculty where regional experts are rarely used. Staff exchange visits have not been undertaken which could have filled in this gap.
- VII. The risk of sustainability of the programme is a key concern that needs attention in the eventuality that funding for the next phase is not extended by ACBF. The project coordination office has not developed any mitigation strategy to address this matter. Alternative strategies could be developed to guide the steering committee to provide policy direction. The issue of human capacity
- VIII. There is not much information sharing about the EPM among the wider audiences and the project lacks forward and backward linkages. Information about EPM is not shared with the wider college and university community. There is also not much organizational capacity beyond the textbooks, computers and conference room. While individuals have been trained, there is no much evidence of organizational capacity in terms of strengthened systems and structures like results management for graduates of EPM.
- IX. There are some core unfunded activities in the work plans reviewed. One such activity is curriculum review which should have been financed by Makerere but no funding has been provided. This affects the commitment of the university to partnership principles on the project.
- X. The frequent changes at college level and in the university bursar's office has had its effects on 'project memory'. The review found that each bursar tended to come with his own style of management of project resources. The review also found no evidence of basic short course financial and procurement trainings for managers at college level on how to manage finances and conduct procurements on projects.

LESSONS CONCLUSIONS AND RECOMMENDATIONS

LESSONS LEARNT

- I. The composition of the project steering committee has served well the intended oversight role. The committee has membership with valid experiences and the inclusion of a member outside the country is a commendable best practice that should be maintained.
- II. The university has facilitated the establishment of an alumni association. This creates a platform for networking. The executive membership however needs to be representative of countries that have previously or currently brought students on board
- III. Holding Seminars is a good practice that has helped bring different groups of people together to discuss and learn specific techniques and topics. The use of keynote speakers (usually experts) in their own fields has enabled flow of a wealth of knowledge, promoted a sense of camaraderie, where individuals with the same interests/problems/concerns come together.
- IV. Group-work which has encouraged students to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills are a best practice method of teaching adults.
- V. Presentations as an aspect in course delivery have helped overcome the initial fear students have in facing people confidently and have allowed them to perform to their potential. Presentations have encouraged students realize and understand their audience better with control that enables to reach out to the audience better.
- VI. The support that has been given to project staff to attend short courses within an African environment is a good practice that has motivated this category of staff.
- VII. The program was designed to benefit participants from the private sector as well as the public sector. This creates synergy of ideas given that most African economies are private-sector driven.
- VIII. Partnerships are very important in building institutional capacity and infrastructure. Today Makerere University is ranked fourth in Africa according to the academic staff engaged in a FGD because of the EPM program and the related infrastructure as well as the human capacity.

CONCLUSIONS

Project Context

- I. The project context and assumptions are still relevant although some new developments have emerged that need to be addressed in the revised curriculum. The introduction of country vision documents and vision 2063 for African continent presents challenges and opportunities for a robust EPM programme
- II. All the stakeholders in the review agree that the EPM is still a relevant programme. Both Ugandan and foreign students agree that the EPM was relevant in both the design and context.

Project objectives and outputs

- I. Overall, there is still gender disparity in terms of student, staff and governance composition. There are more male foreign students as compared to their female counterparts unlike among the Ugandan students where an almost equal distribution of male and female students is reported.
- II. The key project activities are being undertaken except the activity concerned with reviewing of the curriculum.
- III. The students evaluate the effectiveness of the lecturers highly although they still have concerns about delayed release of results.
- IV. The academic staff teaching on EPM are not happy about their remuneration packages and more so delays in payment for teaching and supervision.
- V. The project has invested in some modern infrastructure for conference rooms and IT equipment as well as textbooks. However, the lecturer rooms for this high-level Master's program are below the 'expected standards' for such a high level academic program.
- VI. The project has made very good progress in ensuring that students acquire tailored Economic Policy Management (Macro and Micro) Skills as demonstrated by some students who have gone ahead to occupy positions of responsibility in both the public and private sectors.
- VII. The sustainability plan of the EPM program has not yet been developed.
- VIII. An evaluation framework to monitor the quality and evaluate the impact of COBAM's training activities has not been developed.
- IX. Extended staff training in E-learning and flexible multi-model delivery is yet to be satisfactorily implemented.

Project Governance and Management

- I. The project governance structures and responsibilities are elaborately documented. All structures are relevant although the number of times the steering committee meets are less compared to the expected oversight responsibilities expected of such a project
- II. The project steering committee has not undertaken a self-assessment exercise as had been anticipated. The number of reports received by the committee are also limited to annual work plans and the audited reports; a practice that does not allow the committee to synthesize other policy issues for effective direction of the project
- III. The general management systems and policies are in place but their practice efficiency and effectiveness could not be established during the review. The review did not find any recruitment process to have been undertaken hence could not verify how effective this policy has been implemented. The procurement processes however were found to be weak and a single procurement often takes a relatively long period. The majority of project staff did not understand the procurement requirements
- IV. The university management are confident of the robustness of the financial systems of the project. There is no reported fraud that could be documented during the review
- V. The efficiency and effectiveness of resource transfer from the centre to the college was found to be fragile and it often creates an area of counter-arguments. This has an effect on effective management of the academic activities.

- VI. There is sufficiency and availability of different regulations for managing the project including the manual, the financial regulations, and the financial manual. The HR and training manual documents were however not availed to the consultant for assessment.

Outcomes of the project

- I. The project outcomes were not clearly elaborated in the monitoring and evaluation results framework. There was a confusion of outputs with outcomes and impact. This made it difficult for the review to substantively compare the changes that had been attributed to the project
- II. The project has not yet undertaken a tracer study (process on inception stage). This tracer study will document concrete outcomes
- III. The majority of foreign students were promoted in their places of work as a result of the knowledge received from the course.
- VI. The concept of multi-model strategy, digital scholarship, blended learning opportunities and extended E-learning concept is yet to be fully implemented by the project at mid term level

RECOMMENDATIONS

Strategic (funders, steering committee and university)

- I. Implement the concept of multi-model strategy, digital scholarship, blended learning opportunities and extended E-learning through investing in a fully fledged E-learning system and extensive staff capacity building in the use of E-learning systems of delivery.
- II. Develop and implement a resource mobilisation and marketing strategy.
- III. Re-allocations of unspent funds should be made to core project activities particularly the review of the curriculum and facilitation of academic activities like supervision to ensure high completion rates in the remaining period.
- IV. The university should revise and harmonize the financial disbursement policies for donor funded projects. Different donor academic programs in the same college are managed under different modalities which appears to be the source of contention.
- V. ACBF should initiate processes for extending the project for another five years owing to the progress so far made. This recommendation needs to be guided by high level engagement with members of the steering committee and university management
- VI. The university should develop alternative funding proposals to ensure there is adequate financing of the Ugandan students whose scholarships are limited on the project yet there were more Ugandan students enrolled on the EPM
- VII. The project steering committee should cause a sustainability plan to be developed and approved within the next six months. This plan will be a useful input to any decision to extend the project by ACBF.
- VIII. The project should invest in the development of an e-learning system with a component of e-library that will see more foreigners participate
- IX. Project steering committee assessment should be conducted within the next six months to the end of this current year
- X. Consider establishment of country-based coordination centers of economic policy management in each of the partnering countries. These could be based on key universities teaching economics.

- IX. A gender-responsive marketing strategy for foreign students should be developed and implemented within the remaining period.

TACTICAL

- I. Dissemination of information with a broader university audience and working closely with other college units to ensure sustainability should be promoted. The nature of short courses should embrace college diversity as well as stakeholders outside the college but within the university
- II. A well facilitated examination coordination office for EPM students should be created and effectively facilitated. The nature of foreign students requires a different handling from ordinary Ugandan students.
- III. An international coordination officer should be recruited among the project team members to ensure and coordinate international marketing of students. This office would be charged with international student recruitment, reception on admission, processing of visas and other assigned activities to do with international students.
- IV. Gender-targeted marketing should be encouraged for the remaining period.
- V. Remuneration for the project accounts staff who are sharing salaries which were meant for one person should be worked upon
- VI. Develop an evaluation matrix to monitor the quality of COBAM's training activities

OPERATIONAL

- I. Improve the efficiency and effectiveness of processing and release of student results. There should be effective communication to the students in case there is any genuine delay.
- II. A review the payment systems between the Centre and College would go a long way in ensuring academic activities on the programme are not affected. Resources for core academic activities should be handled at college and school level to facilitated effective payments.
- III. Enforcement of sanctions relating to marking of examinations and supervision of students to ensure timely completion.

1.1 Project context

Concern for Economic policy management capacity has occupied policy makers and academics in African countries for some time. At the initiation of the EPM, Graduate academic programs in this field were not common place. It was at the beginning of the 1990s, that it was realized existing masters programs in Africa and overseas could not adequately meet the economic management training needs in the context of debt crises and structural reforms that were occurring in sub-Saharan Africa. As a result, the African Capacity Building Program (ACBP) and the World Bank (WB) initiated the Economic Policy Management (EPM) project in 1992. Subsequently, an initiative in 1994 to develop a new Master's Degree Program in Economic Policy Management, was started. The aim was at training government officials primarily from sub-Saharan Africa in this important field.

Through the above interventions, two EPM programs were established in 1994: An "Anglophone" Program at McGill University in Montreal (Canada) and a "Francophone" Program at Centre d' Etudes et de Recherché sur le Développement International (CERDI) of Auvergne University at Clermont – Ferrand (France). These programs targeted promising mid – career policy advisors and managers from developing countries, especially in Africa. McGill was required to establish 2 EPM Programs in Anglophone universities while CERDI was supposed to do the same in Francophone universities.

A meeting held in Nairobi on June 5, 1995, involving representatives of the ACBF, the AERC Secretariat and McGill set up the selection process for the in-Africa EPM Program and drew up the list of possible partner universities (University of Ghana, Legon, University of Nairobi, University of Ibadan, University of Dar es Salaam, Makerere University and University of Zimbabwe). Makerere University and University of Ghana, Legon were selected to host the EPM Program in Anglophone countries while Younde II and Abidjan Universities were to host the Program for Francophone Africa. The first EPM in Africa was thus launched in August 1998 at Makerere University followed by the other three programs in University of Ghana Legon, University of Yaoundé and University of Cocody Cote d'Ivoire.

EPM was set apart from standard economics programs, because it emphasized policy application through student interaction and internships, which made it ideal for practitioners. The long term objective of the project was to increase the capabilities of African universities in providing Economic Policy Management programs at a Masters level. In the short term, the goal was to train a significant amount of economic policy analysts and development managers to satisfy the immediate need. The project also set out to reduce the gender inequality in the profession of economics in Africa.

In 2012, the African capacity building foundation (ACBF) made available to Makerere University a grant amounting to the equivalent of United States of America Dollars two million, six hundred fifty thousand only to fund phase IV of the economic policy management program under the College of Business and Management (COBAMS), Makerere University. The role goal of EPM phase IV was to consolidate the achievements of the past EPM phases to improve the efficiency of the public and private sectors in Eastern Africa through the enhancement of capacity for economic policy analysis and management. This goal was to be accomplished through the following objectives:

- I. Improve the skills and competences in economic policy management through training; and
- II. Strengthen the human and institutional capacity of the College of Business and Management Sciences at Makerere University.
- III. To improve the sustainability of the EPM Program

To ensure the smooth implementation of the Program, CoBAMS was responsible for the following key activities;

- I. Implementing the Masters Degree training in Economic Policy Management
- II. Implement short training in areas of policy analysis, Program and Project Management, Monitoring and Evaluation, Public sector management, Public sector planning and budgeting as well as leadership skills for change development
- III. Update and publish courses training materials, acquire more text books and subscribe to more on-line journals
- IV. Conduct training of trainers workshops as well as review and update program curriculum.
- V. Develop and implement a resource mobilisation strategy
- VI. Undertake marketing activities.
- VII. Establish Alumni network as well as network with other EPM and other related programs.

1.2 The Evaluation Subject

The mid-term review was on the progress of Phase IV of the Masters in Economic Policy Management (EPM). The specific objectives of the Program which are the subject of the review include to:-

- I. Improve the skills and competences in economic policy management through training; and
- II. Strengthen the human and institutional capacity of the College of Business and Management Sciences at Makerere University.
- III. To improve the sustainability of the EPM Program

The strategies to meet the first objective includes;

- I. Offering a one year (12 months) masters' degree level training to a critical mass of economic policy advisors and officers, and
- II. Organization of short-term courses for mid-career managers and policy makers. The short-term course duration varies from one week to two weeks depending on the subject.

The Program was expected to admit five cohorts of masters' degree level students and also provide at least three short-term courses each year. The strategies to strengthen the human and institutional capacity of COBAMS at Makerere University include:

- I. Review and update of Program courses curriculum,
- II. Provide on a yearly basis of training of trainers,
- III. Develop, review and print course materials
- IV. Procurement of essential reading materials (text books) and information

- technology equipment,
- V. Networking with other EPM Programs and where possible undertake the exchange of lectures, and
- VI. Commence an evening EPM Program as part of the institutional strengthening of CoBAMS.

1.3 Objectives of the Review

The goal of the mid-term review was to assess and determine the extent to which EPM Makerere has implemented the main objectives of the program. The specific objectives of the Review were to:

- I. Analyze the main assumptions/hypotheses of the design of the project in order to determine their continuing validity; assess the extent to which the project has contributed to:
- II. Improvement of skills and competences in Economic Policy Management in Eastern Africa
- III. Strengthening of the human and institutional capacity of the College of Business and Management Sciences at Makerere University
- IV. Assess the project disbursement performance and compare/match the rate of disbursement with outputs or activities achieved, resource mobilization efforts and long term sustainability.
- V. Assess the efficiency and cost effectiveness of EPM Makerere's financial management system and the extent to which it supports sound financial management practice and responds to ACBF Financial and Disbursements rules and procedures. The review should in particular evaluate progress regarding the project consolidated financial records, particularly the income statements, to provide EPM Makerere's overall financial situation and enhanced accountability. In addition the review will examine procurement procedures for transparency and accountability for results;
- VI. Assess the effectiveness of EPM Makerere governance and management organs in guiding and overseeing the implementation of the projects' activities, including review of internal management and governance issues – special attention should be paid to issues of decision making efficiency, program coordination, financial management and budget operationalization;
- VII. Identify bottlenecks that might hinder project implementation or opportunities that can improve the performance of the project;
- VIII. Recommend any adjustments necessary to improve efficiency, effectiveness and impact of the project.
- IX. Review the project's experiences with a view to drawing and documenting specific achievements or results delivered, constraints, and lessons learnt (itemized individual lessons, failed cases as well as best practices) from implementing EPM Makerere and make recommendations from an independent point of view;
- X. Assess the extent to which EPM Makerere has continued demand, relevance, need, feasibility and sustainability for the future and provide an independent opinion on what should be the focus of the future EPM Makerere Program. Additionally, assess, the long-term institutional financial, managerial and programmatic sustainability of the EPM Makerere program.

1.4 Scope of the Mid-term Review

The scope of the review covered the following aspects:-

1.4.1 Project Context

The review examined the assumptions that gave rise to the problems and issues that arose during the implementation of the Program. The review examined and established the continuing validity or otherwise of the assumptions and justifications for support to EPM Makerere.

Further, the review assessed the beneficiary institutions/Ministries, donors, Makerere University and other beneficiaries' perceptions of and the appropriateness of EPM Makerere institutional framework to achieve the project's objectives.

Finally, the review assessed if the strategies and approaches being used by the project to address problems identified are still valid and relevant.

1.4.2 Objectives, Program (Components and Activities) and Outputs.

The review re-examined and analyzed the objectives of EPM Makerere and the extent to which they are being achieved; the various activities being undertaken and the extent to which internal institutional and human capacity have been enhanced within the beneficiary institution. In this regard, the project's experiences examined with a view to documenting specific achievements or results delivered, impact made and constraints experienced.

1.4.3 Project Inputs, Budget and Financing

The review assessed the extent to which EPM-Makerere IV project had been able to mobilize co-financing resources, to finance activities that were not funded by ACBF or other donors stated at the inception of the project.

The review compared pledges with actual disbursements by co-financing agencies including ACBF, timeliness of disbursements, absorptive capacity of EPM-Makerere, shortfall in co-financing and the magnitude of internally generated revenue (including income from fee-paying students). Financial sustainability ratios was examined i.e. internally generated revenues relative to administrative overheads.

The expenditures were examined by category to determine whether resources were properly utilized according to what was planned. The review also examined the adequacy of project inputs for the delivery of project outputs and the timeliness of the delivery of such inputs. The inputs included amongst others: staffing level, staff time, external consultants, finance and materials.

With respect to the budget, the review compared projections with achievements; examine cases variations (overruns or under-utilizations) on line items and regularity of the independent audit of accounts and submission of management letters.

1.4.4 Project Governance and Management

The review examined the organizational structure, functions and responsibilities of the EPM Makerere Steering Committee (PSC) with a view to ascertaining their relevance, adequacy and effectiveness.

It considered the effectiveness of general management systems as these affect the project's performance, recruitment process, the procurement of goods and services (including consultancy services) and management of staff.

It also examined whether there were reported variations in staffing levels as well as quality and gender composition of staff as compared to those described in the Grant Agreement.

The review looked at the availability and sufficiency of the different regulations, manuals, policies, guidelines, etc. for the management of Financial, HR, and Training (selection, participation, expenses covered, reporting procedures, etc.).

The review also assessed the composition and gender profile, adequacy, efficiency and effectiveness of the governance organ in terms of its functions and performance in providing oversight to the implementation of EPM Makerere.

It also examined staffing levels in terms of composition and adequacy (of planned vis-à-vis actual), quality and gender profile of the staff.

1.4.5 Project Implementation Monitoring and Evaluation

The review examined all instruments for monitoring implementation of the project for their adequacy.

These included the annual work plans and budgets, quarterly and reports on progress, audit reports including management letters issued by the external auditors, minutes of meetings of the PSC and management, which contribute to the determination and implementation of EPM Makerere's work plan.

1.4.6 Outcomes and impact of the Program

The review assess the outcomes so far made by EPM Makerere in line with the M&E frameworks as well as its potential and/or actual impacts.

Success stories were gathered and compiled from graduates of the program to show case the impact of the training in the economic policy management of their country and their career development/progression.

1.4.7 Risks and Sustainability

The evaluation assessed the institutional and financial sustainability of the program given the utilization of Grant resources from the Foundation. In this regard, the review assessed the risks faced by the program during the period of implementation.

Particular attention was paid to assessing the current status of the risks identified during project appraisal, including Country, Implementation and Stakeholder Risks. Based on these assessments the review identified specific constraints on and opportunities and make appropriate recommendations on how to improve EPM Makerere's sustainability and performance for the remaining period of the program.

The review identified any new risks emerging during the program implementation, assess their level of intensity and impact on program performance and propose mitigating measures.

1.4.8 Lessons Learnt, Conclusions and Recommendations

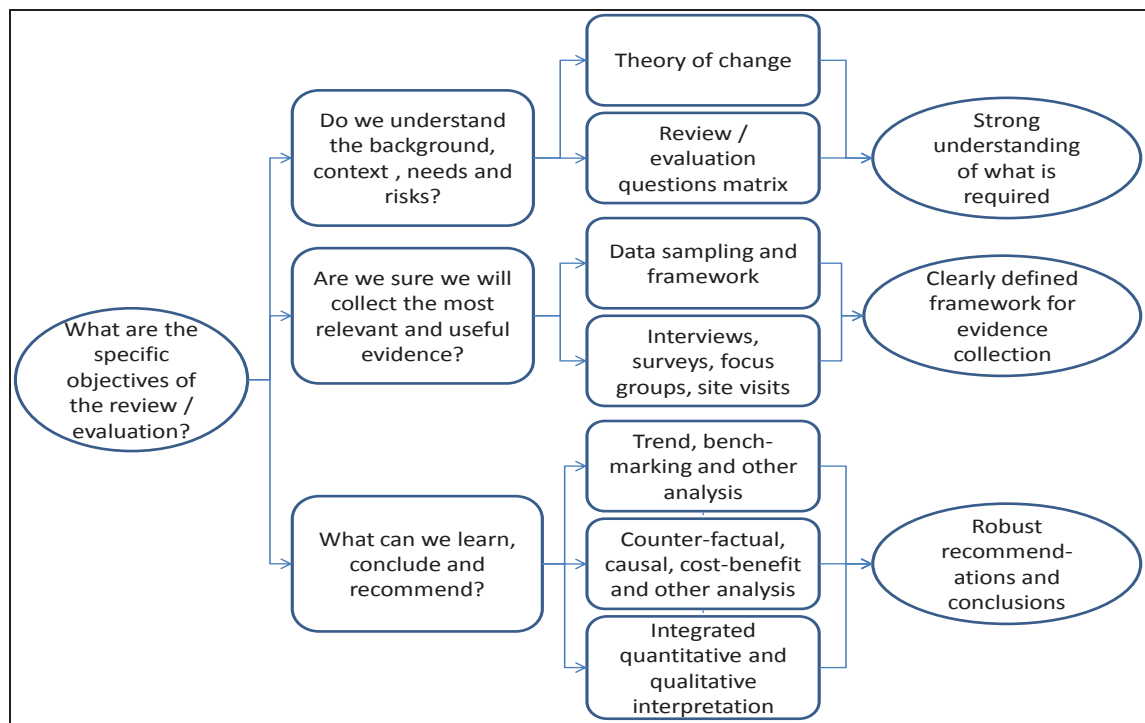
The review, on the basis of its findings and observations, drew lessons, conclusions and recommendations that will guide the program to the end of its implementation as well as inform the design of ACBF's future operations in this area.

2.1. Evaluation Review Approach

Generally, evaluation of ongoing development activities have a primary purpose to generate information to improve the quality of the intervention and such evaluations typically focus on implementation issues and operational activities, but may also take a wider perspective and consider effects and contexts of the implementation of the project.

The Participant-oriented approach was used in the mid-term review alongside the qualitative and quantitative approaches. These approaches were used systematically through the stages illustrated below:-

Figure 1: Participant Oriented Approach



2.2. Evaluation Review Methodology

The following steps were followed to execute the review assignment -

Table 1: Activity Review Plan

Activity/step	Description of what was involved in each stage
1. Entry meeting.	Upon the receipt of the contract award communication from the client, the consultant held an entry meeting with the client at the client's offices. The meeting was used to have a common understanding of the assignment and clarification on any unclear issues. The draft contract was also discussed during this meeting and the final details of the contract terms were agreed upon.
2. Initial Document analysis	The consultants obtained key EPM programme documents that formed the background for initial document analysis. The governance manual, the grant agreement form and work plan were critical initial documents reviewed. These gave deeper insight into the nature and objectives of the programme to be reviewed.
3. Inception Report	Based on the outcomes of the entry meeting and the initial document background analysis, the inception report was prepared, submitted to the client, discussed and approved. The inception report contained among others how the review report was going to be systematically executed from start to end. The inception report also had details of the sampling strategies, the methods of collecting data, the analysis plan as well as the structure of the review report.
4. Review of Results Framework	The consultant reviewed the theory of change (called the results framework) for the program. The purpose of this was to assess the level of progression of inputs, the processes, the outputs, the outcomes and impact. The review of the results framework also enabled the consultant to contextualized whether the key assumptions that were held, the key inputs, the processes/delivery mechanisms that were designed, the outputs that were targeted from the program, the expected outcomes and impact could also be assessed.
5. Stakeholder mapping	A number of stakeholders have been involved in each of the areas covered by program and quite importantly, some were local and regional players. The consultant conducted a stakeholder map where it was eventually determined that the key stakeholders to cover in the review based on their power, influence interest would include the project steering committee, the project management team, the academic staff, the university management, the students, the employers, and the former students.
6. Data Collection	Data was collected using focus group discussions (lecturers and project managers as well as steering committee), survey questionnaire (for current students), telephone and email interviews (former students) and in-depth interviews with university managers. There was also document reviews. Data collection instruments for each of the stakeholders was differentiated but later triangulated during the reporting.

7. Data Analysis	The data from the survey instruments was conducted using basic statistics which included mainly frequencies and percentages. The interview data was analyzed through thematic analysis and data from documents was analyzed using tabular and trend study analyses.
8. Validity and reliability analysis	This was done through triangulation and use of multiple sources. Where necessary, cross-checking was used to confirm the data especially financial data which was compiled through available documents from the project team.
9. Success story and lessons analysis	Based on the emerging findings from the respondents like former students, the consultant developed a matrix of the successes, the lessons, the best practices. This process was intended to generate a clear understanding of what was working well, what was not working well, the opportunities that needed to be exploited and the risks that needed to be addressed.
10. Review Report	The consultant developed a draft review report which was on completion submitted to the client.
11. Presentation of draft Report to key stakeholders	The report that contains the key findings and recommendations based on the survey assessment was presented to stakeholders for validation. The project director and team were responsible for organizing the stakeholder's meeting and the consultant will only be available to present the status findings in a half-day workshop.
12. Final report	A final report with short, medium and long term recommendations with clear responsibility centers will be produced and submitted to the client. The key lessons and best practices from the review will be presented.

2.3. Sampling

The evaluation much as possible sought views of different stakeholders. The sample therefore was selected to represent the various stakeholder on the EPM project. The table below was used to determine the sample representative of each category.

Table 2: Table of Samples

Category	Sample Number	Actual response	%age
1. Project steering committee	8	4	50%
2. Project management team	8	5	62.5%
3. Academic staff	15	12	80%
4. University management	3	2	66%
5. Students on IV	68	59	86.7%
6. Former students	40	7	18%

2.4. Data collection

Table 3: Description of Data Collection

Objective	Type of information	Source
Improve the skills and competences in economic policy management through training; and	Qualitative & Quantitative Data	1. Project steering committee 2. Project management team 3. Academic staff 4. University management
Strengthen the human and institutional capacity of the College of Business and Management Sciences at Makerere University.	Qualitative & Quantitative Data	5. Students on IV 6. Former students 7. Employers 8. Development partners

2.5. Data Analysis

The information obtained from the different sources was subjected to detailed analysis based on the need and objectives to be answered. Financial projections were analyzed using trend analysis graphs and tables. The deliverables were also analyzed using specific graphs and data was disaggregated accordingly to selected variables. The qualitative data was analyzed using a matrix to represent the views of different stakeholders on the project. Scenarios and case studied depicting the views of some stakeholders especially the beneficiaries were also undertaken. Quantitative data was collected and analyzed using a combination of SPSS and Excel.

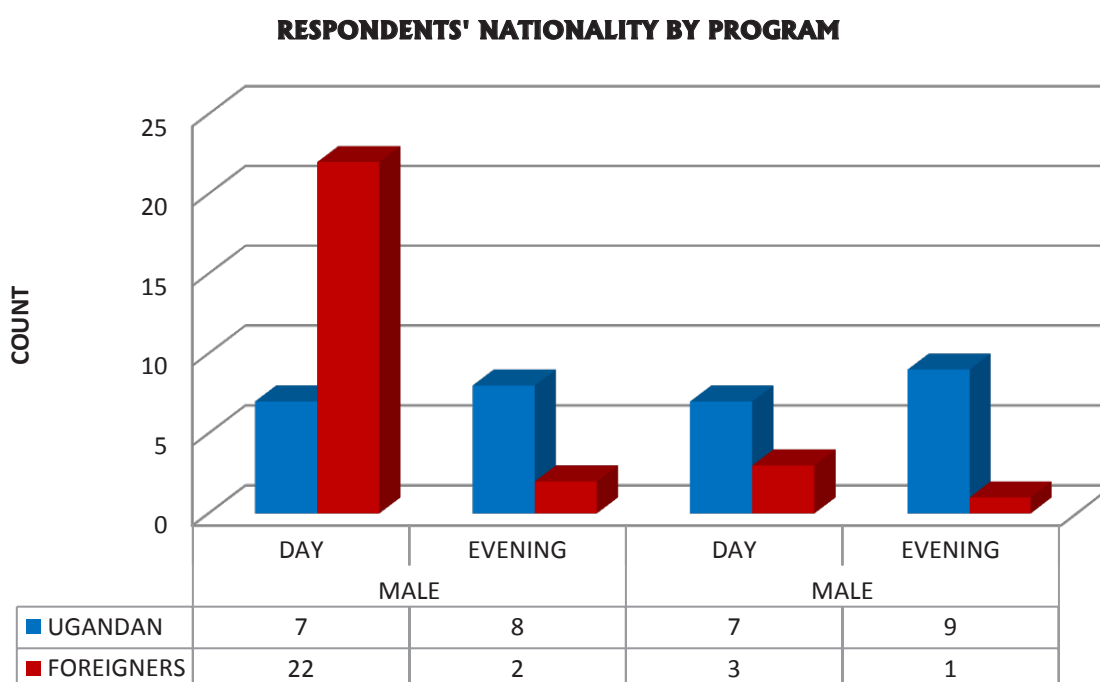
3.1. Demographic findings

The findings for this review were generated from multiple sources. The former students and current students were one of the key sources of information through administration of a survey instrument. Interviews were conducted with administrators of the project and university, as well as the steering committee. Supplementary information for the review was obtained from existing documents.

A survey instrument administered to a total of 59 current students from the EMP programme showed that 52% of were Ugandans (15 male, 16 female) and 48% (24 male, 4 female) were foreigners. This suggests that more Ugandan-based economic policy analysts will be produced by the end of this particular cohort as opposed to foreign regional policy analysts as the broader target of the programme. This observation is further be elaborated.

The review shows that Uganda had 14 (7 males, 7 females) under the day program compared to (22 males, 3 females) foreigners on the same program. On the other hand Uganda had 15 (8 males, 7 female) under the evening program while foreigners on the same program were 3 (2 male, 1 female) as shown in figure 1

Figure 2: Shows Respondents by Gender and Nationality



Source: Consultant

The review of emerging findings shows there are more male foreigners as compared to the female counterparts unlike the Ugandan students where an almost equal distribution of male and female students is reported. Overall, the review revealed that 66% of the respondents were male and only 34% were female. This suggests gender-disparity gaps that are yet to be filled by the EPM programme at mid-term range as had been anticipated.

The review of data from current students reveals that 66% (29 male, 10 female) are on the day program of the EPM while 34% (10 male, 10 female) are on the evening program. The EPM day programme appeared more popular partly because this is where sponsored students by the ACBF are found. However, while the numbers on the evening programme are still small as compared to those of the fully sponsored day programme, the numbers point to a potential that can be exploited by the university to sustain the EPM programme should the funding period seize. This however will require the university to address the bottlenecks surrounding management of evening academic programmes. These factors range from among others effective management of student academic processes, staff remuneration, supervision allowances, and management of revenues obtained from such a programme with the college or revenue contributing centre feeling a sense of ownership of the finances as opposed to the current centralization policies.

A trend analysis of country and foreign students was examined through the student enrollment records for the reviewed period.

Table 4: Trend Analysis of Foreign and Ugandan Students

Year	Foreign	Ugandan	Total
2012/2013	21	37	58
2013/2014	34	36	70
2015/2015	19	38	57
2015/2016	26	40	66

Further analysis was conducted to determine which countries were sending in students under the EPM project and findings are summarized in the figure below:-

Figure 3: Enrolment trends of male and female students per Country

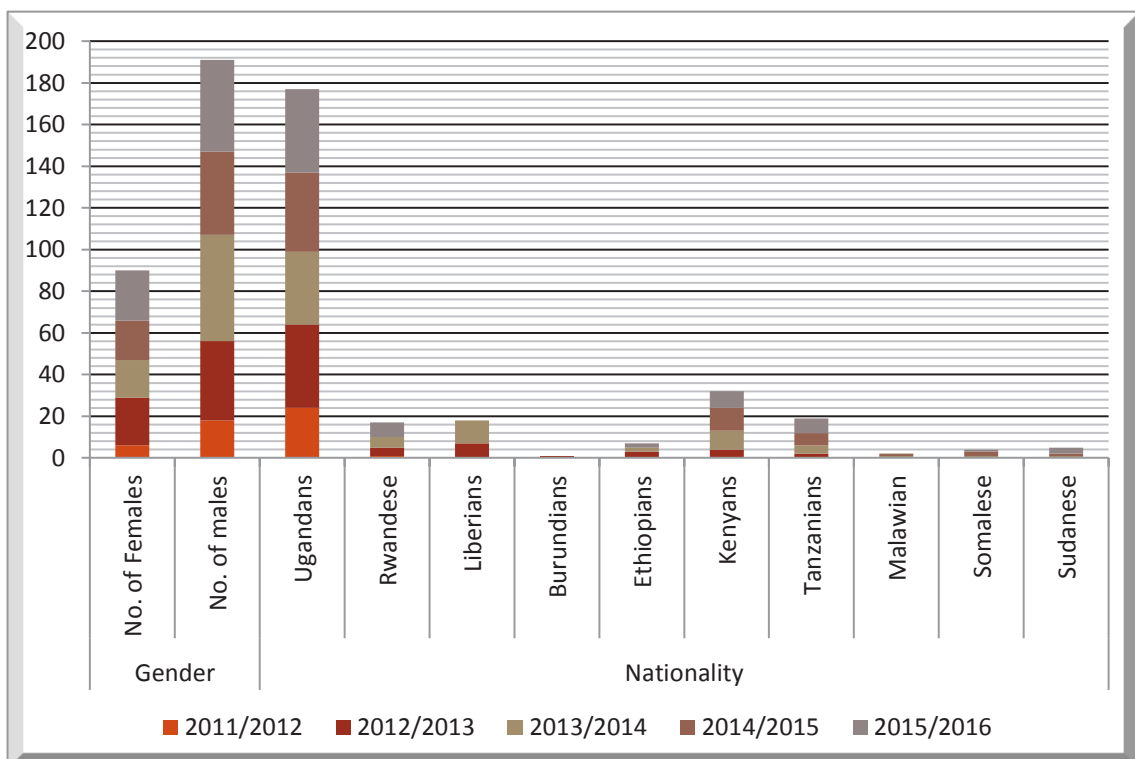
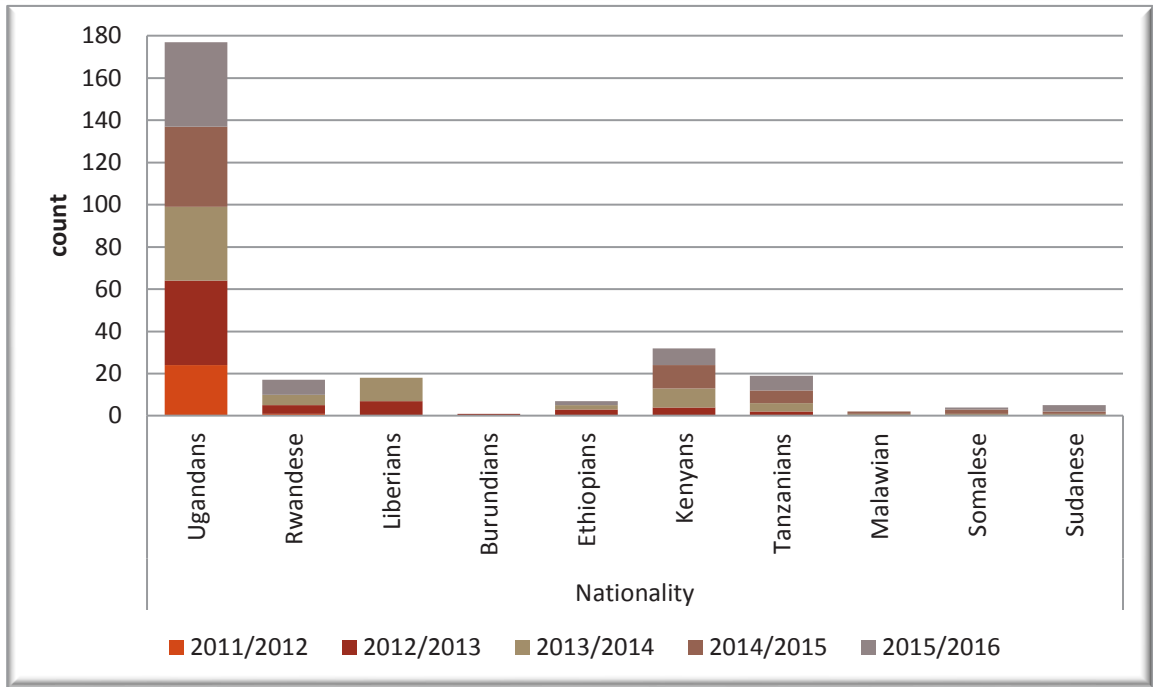
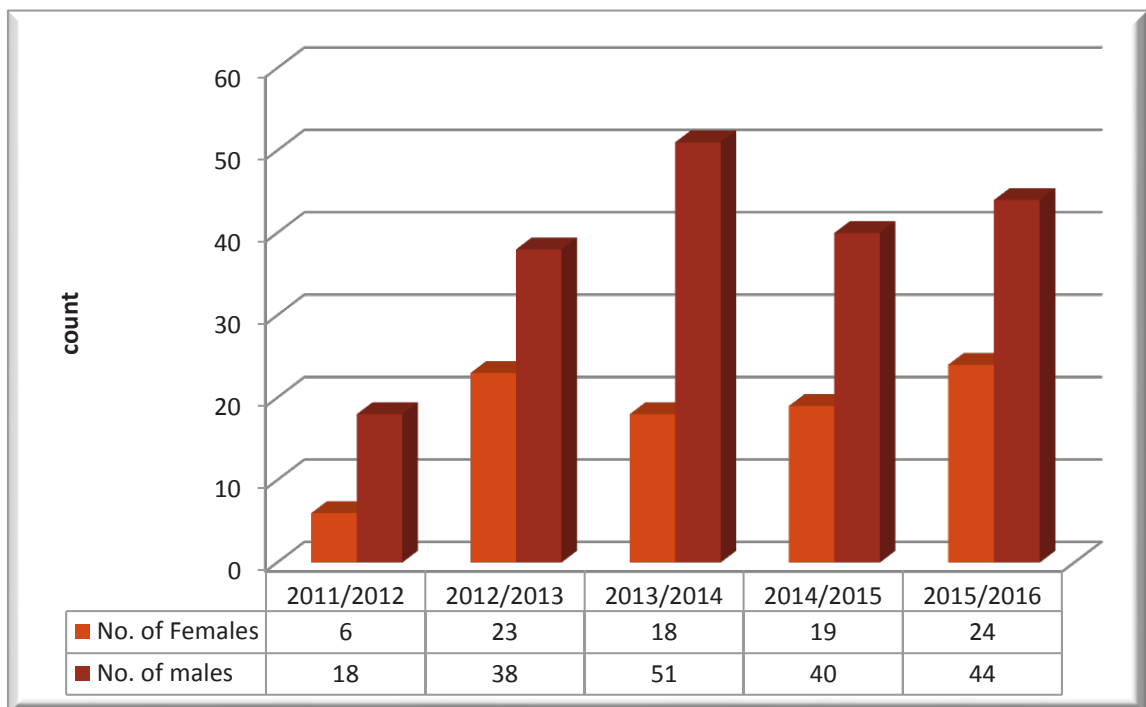


Figure 4: Enrolment trends per Nationality



In terms of gender disaggregated data from this student trend analysis, the findings of the review indicated as follows:-

Figure 5: Trend Analysis of Gender Distribution of Respondents



3.2. Project Context and Relevance

The review examined the assumptions that gave rise to the problems and issues that arose during the implementation of the Program as well as the continuing validity or otherwise of the assumptions and justifications for support to EPM Makerere. The review also assessed the beneficiary institutions/Ministries, donors, Makerere University and other beneficiaries'

perceptions of and the appropriateness of EPM Makerere institutional framework to achieve the project's objectives. This also involved assessing the relevance of the strategies and approaches being used by the project to address problems.

To address the above, key stakeholders including the project steering committee (which is representative of key beneficiary organizations), the university teaching staff on EPM, Project management team, university administrators were interviewed. The current students and former students were also surveyed. The emerging views of each of these stakeholders are disaggregated by respondent category. Further, the views are disaggregated across the broad goals of the EPM project which involved improving the skills and competencies in economic policy management and EPM consistency and relevance regarding institutional capacity of COBAMS.

3.2.1. Consistency in improving the skills and competencies

This objective is consistent with EPM Program Phase IV goal. The context and relevance of the project was assessed from the viewpoint of Steering committee, the program Administrators and university management, the Academic Staff and the EPM students (current and former students).

A. Steering Committee

Information on the review from this category was attained from two ways. First it was an interaction with the steering committee members during their meeting. This interaction focused on basic governance issues on the project. The second level of engagement with the steering committee was during the subsequent one-to one in-depth interviews with members. In-depth interviews were held with members of the steering committee after confirmation of appointments.

The assumptions that gave rise to the EPM are still largely valid although the review found some members of the steering committee agreed that some assumptions have changed due to new realities at country level, regional level and at continental levels. Such changes requires the programme to be refocused to the new realities.

One member of the steering committee strongly indicated that the relevance of EPM had to be measured against the current changes which are different from assumptions that were held at the launch of the project. Economies of Africa currently face a new wave of challenges brought about by both domestic and foreign forces. The democratization processes in African countries through elections appear to have had their own effects on the way economies are management. It is the reviewer's view that in such an environment, a course on political-economy that integrates the politics and economics of African countries would be an important course inclusion. The curriculum review will need to bring a range of stakeholders to have insightful contributions.

Through the interviews, a member indicated that at the time of initiation of EPM, it was largely driven through a top-down-approach at the expense of bottom up approach. Individual country contextual factors were not considered to inform the new programme focus. The argument was that assumptions had since changed. Each individual country has now developed vision documents where their economies had to be directed. Uganda has Vision 2040, Kenya has Vision 2030, Tanzania has Vision 2025, and Rwanda's Vision 2020. In addition to these, the countries that constitute the East African region had their visions and the continent had vision 2063. The EPM programme needed to be 'speak' quite profoundly to these policy documents.

This suggest that African countries could come up with new ideas to include in a revised EPM project since the context has been influenced by new developments.

The other strong view that emerged out of the review in regard to context and relevance of EPM was the extent to which previous phases of the same project had been evaluated and how the evaluations had informed the phase IV component. While the interviews from all steering committee respondents generally agreed that EPM was still a relevant programme, there was a need to have views and concerns of different stakeholders taken into account to achieve broader project goals. There was a need to integrate previous phase's evaluations of the project to any efforts at revising the EPM. Findings from such previous evaluations could be used to improve the governance and management of the new project. This is an important observation that touches on the utility of evaluation to guide evidence-based decision making and promotion of accountability. Evaluations should not be done for the sake but the findings must be shared and disseminated with a variety of stakeholders and such should guide effective utilization of evaluation findings.

The relevance of the project was supported by interviews with members of the project steering committee who indicated it was a customized programme to the needs of countries. This same member however also indicated much as it was customized, it needed continuous review and update to address the changing developments. Unfortunately the review found out that no curriculum review had been done due to lack of committed funds for this activity. The review was supposed to be financed by the university but the funding had not been released.

B. Employers

The review was conducted when the same EPM was commissioning a tracer study that would comprehensively cover the views of employers. The consultant found it uneconomical to go to the same employers to undertake a mid-term evaluation on a project which was left with only 1 year to completion. This position was further reached considering that the members of the steering committee were from target organizations. The former student responses gave further insights into perceptions of employers on the EPM. Findings from a former student based in Kenya for example indicated employers were impressed with the outcome of the EPM as reflected in the key positions EPM graduates were being assigned.

Table 5: Representative of Steering Committee

Institution	Designation
Ministry of Finance, Planning and Economic Development	Director Economic Affairs
Ministry of Public Service	Principal Economist
Bank of Uganda	Director Human Resources
Private Sector Foundation Uganda	Policy Analyst
Directorate of Research and Graduate Training	Director Graduate Studies
Makerere University	University Bursar
Ministry of Finance and Devolution	

C. Academic Staff

In a focus group discussion with members of academic staff who teach on EPM, all were supportive of the relevance of the program. The academic staff argued that in almost all African countries, policies were increasingly being designed and there were still visible gaps in

their design as well implementation; a reality that confirmed capacity was still lacking which made the relevance of the EPM supported. The academic staff further argued that considering the Sub Saharan region still had 'fragile economies' like South Sudan and Burundi; this fragility in itself signaled incompetence in managing society affairs and such incompetence could in a way be connected to economic policy management. Such fragile economies could benefit from such a programme.

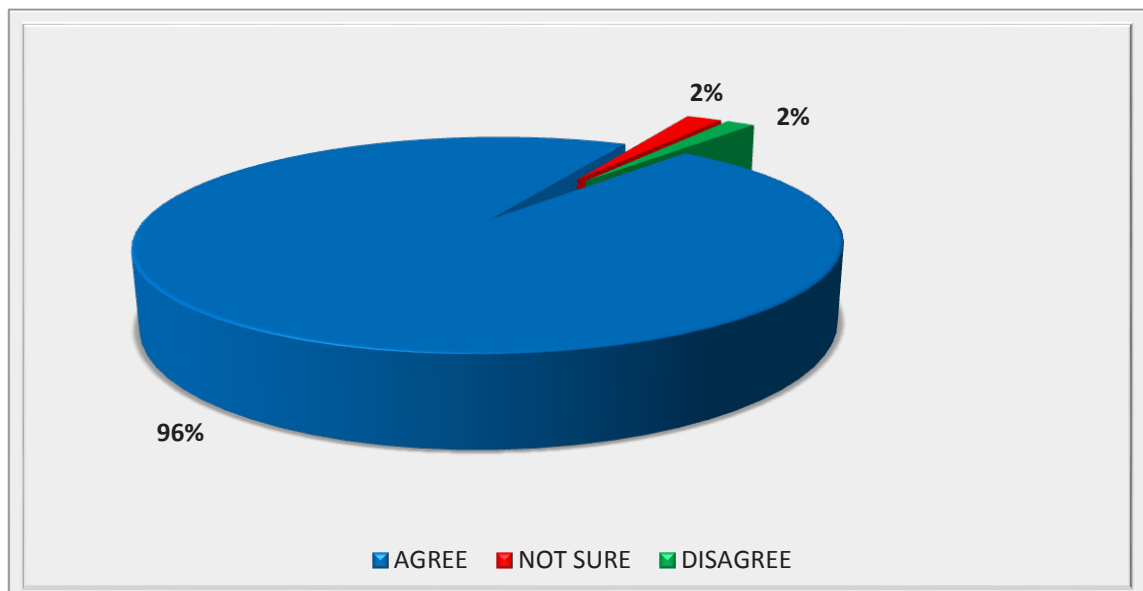
The review found out the EPM coordinator had already made a marketing mission within 2016 to South Sudan where key ministries and departments were visited. The intention of the visit was to target as many students as possible in the up-coming intakes of EPM. Looking at the number of applications from Ethiopia and South Sudan alone, the consultant was informed it was amazingly clear the relevance of the EPM was felt beyond the East African region. The review also found that the program was targeting both the private sector and Government Sector. It was confirmed that the upcoming intake had so far attracted over 300 applicants and this big number was indicative of how relevant the program was in covering serious gaps as far as economic policy issues were concerned.

It was further mentioned that the EPM program had trained a mass of graduates across countries and most of them were in high level positions of government. An example was given of graduates of the program in Liberia.

D. Students

The current students were asked in a survey to rank the extent to which the EPM programme as designed and implemented, suited context and their needs. The review revealed that 95% of the respondents agreed that indeed the course was relevant and suited to context and their needs compared to a meagre 2% who disagreed with this fact. Only 3% of the respondents were not sure if the course was relevant. The summary of these findings are demonstrated in figure 2.

Figure 6: Relevance of Course According to Respondents



Source: Consultant

The student input regarding the relevance was measured from four aspects of the course relevance. The respondents were asked whether the course was relevant to their career, whether the course challenged their thinking, and whether the course in its design and implementation

encouraged reading widely and facilitation of learning opportunities. Table 1 gives an insight of how the students responded to each of these aspects.

Table 6: Summary statistics for Aspects of Project Relevance According to Respondents

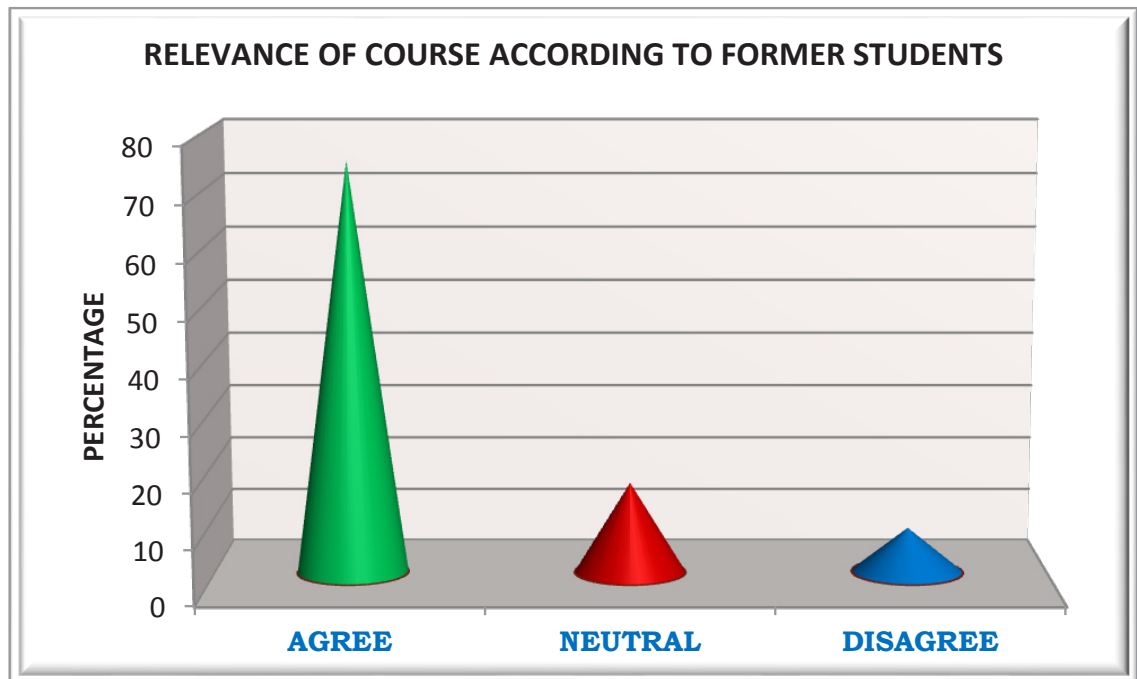
No.	Course is :	Agree %	Not Sure %	Disagree %
a	Relevant to my career prospects	96	2	2
b	Challenges my thinking and ideas	95	3	2
c	Encourages me to read widely	92	5	3
d	Facilitates me with relevant learning opportunities	96	2	2

Source: Consultant

From table 1 above the detailed analysis of the review is as follows:-

- a) Overall, 97% (38 male, 19 female) of the students agreed that the courses were relevant to their career prospects. Further examination showed that of these respondents 31 were Ugandans and 26 were foreigners; suggesting both Ugandan and foreign students evaluated the EPM relevance highly. The respondents agree that the EPM program was still relevant arguing that Policy is still a challenge in developing world and that the course aims at addressing concerns in the current day to day issues that affect developing countries and how best they can be solved.
- b) Asked whether the courses were challenging their thinking and ideas, the review found that 95% (36 male, 20 female) of the respondents were in agreement to this fact, while only 3% (2 male) were not sure and 2% (1 male) were in disagreement. Further analysis suggested that 31 of the respondents in agreement were Ugandans while 25 were foreigners.
- c) The respondents were also asked if the courses encouraged them to read widely. Analysis showed that 92% (37 male, 17 female) of the respondents (29 Ugandans and 25 foreigners) agreed to this question, 5% (2 male) were not sure while 3% (1 male) didn't agree.
- d) Analysis revealed that 96% (38 male, 19 female) of the respondent agreed that the courses facilitated them with relevant learning opportunities while on the other hand 2% (1 male) were not sure of this fact and furthermore 2% (1 male) were in disagreement arguing that the EPM Program saying that the course units were not applicable to them and their careers. Focusing on the respondents who agreed that the courses facilitated them with relevant learning opportunities, 30 respondents were Ugandans and 27 respondents were foreigners.

The survey captured the views of former students as well. The former students were asked the extent to which they felt the EPM programme as designed and implemented, still suited context and needs of Africa. The analysis revealed 75% of the respondents agreed that indeed the course was still relevant and suited to context compared to 8% who disagreed with this fact. About 17% of the respondents were not sure if the course was still relevant. The summary of these findings are demonstrated in figure 7.

Figure 7: Relevance of Course According to Respondents

Source: Consultant

The student input regarding the relevance was measured from four aspects of the course relevance. The respondents were asked whether the course was relevant to their career, whether the course challenged their thinking, and whether the course in its design and implementation encouraged reading widely and facilitation of learning opportunities. Table 1 gives an insight of how the students responded to each of these aspects.

Table 7: Summary statistics for Aspects of Project Relevance According to Respondents

No.	Course is :	Agree %	Not Sure %	Disagree %
a	Relevant to my career prospects	100		
b	Challenges my thinking and ideas	34	33	33
c	Encourages me to read widely	100		
d	Facilitates me with relevant learning opportunities	67	33	

Source: Consultant

From table 1 above the detailed analysis of the review is as follows:-

- a) All the respondents agreed that the courses were still relevant to the career prospects for those in economic policy management. The respondents agreed that the EPM program was still relevant arguing that Policy is still a challenge in developing world and that the course aims at addressing concerns in the current day to day issues that affect developing countries and how best they can be solved.

- b) Asked whether the courses had challenged their thinking and ideas, the review found that 34% of the respondents were in agreement to this fact, while only 33% were not sure and 33% were in disagreement.
- c) The respondents were also asked if the courses encouraged them to read widely. Analysis showed that all (100%) the respondents agreed to this question.
- d) Analysis revealed that 67% of the respondent agreed that the courses facilitated them with relevant learning opportunities while on the other hand 33% were not sure of this fact.

3.2.2. Consistency with strengthening the human and institutional capacity of CoBAMS

The second core objective of the project was to build human and institutional capacity of COBAMS. The relevance of the project on this second core objective was assessed on three facets that is the program Administrators, the Academic Staff and the EPM program students as elucidated.

A. Administrators

The reviewer had a focus group discussion with the project management team who were found to strongly support the relevance of the project; arguing that it had not only helped the college to train people from within and without but it had also exposed most project staff to the best practices of dealing with multiple students and development partners. This was an important aspect of institutional capacity.

The review also found the project had given opportunities to all project staff except the director and coordinator opportunities to go for short courses in African countries which was part of the institutional capacity building efforts. The staff who benefited were exposed to different work contexts which had enabled them to improve their attitudes to work. The project staff also believed the project was relevant considering the number of foreign students who were enrolling on the programme. The number of applicants on evening programme was also used to support the relevance of the project.

The EPM project had facilitated a Uganda Alumni activity on the 21st of May 2015; an event that was held in the College Conference Room that had been well refurbished the Phase IV Project funds. During this meeting members elected the substantive EPM Alumni Executive Committee to take over from the interim committee. The substantive Executive Committee comprised of the chairperson Twinobuhingiro Medard (Vice Chairperson), Rubanda Ezra General Secretary, Magara Sirage Assistant General Sectary, Akol Josephine Treasurer, Namagga Imelda, Assistant Treasure Wanda Ronald, Publicity Secretary Kavuma John Bosco, Strategic Advisors Dr. Emuron Francis, Mr Kijjambu, Mr Emol Moses, Miss Akera Mirriam and Mr Byaruhanga Ignatius. The institutionalization of such an organ is a long term strategy to create vibrancy and sustainability of student knowledge sharing which is an important institutional capacity building strategy.

B. Academic Staff

Results from a focus group discussion with academic staff of the program showed that the EPM was on track to build human capacity in the field of economic policy management for the East African region generally and more specifically at Makerere University. The staff said they had so far developed three course materials for three course in Econometrics, Entrepreneurship and International Economics. The reviewer analyzed documents and made physical checks and found that a total of 40 copies per course material were printed and stocked in the library.

The review also found the program had procured a total of 31 (13 econometrics and 18 management and financial accounting) text books and stocked them in the library as part of the institutional capacity enhancement. The project review also found procured IT equipment where a total of Thirty (30) sets of computers were procured (30 pcs of Dell Opt 3020MT, 30pcs of DellTFT Monitors and 30pcs of APC Smart – UPS 750 VA). This equipment was used to make a modern computer laboratory which is being used by the EPM program, sister programs and CoBAMS in general.

The review however did not find much evidence to support individual staff capacity beyond the institutional capacity. There were no reports or findings to support any mentorship capacity of the key staff that had benefited. The staff exchange and use of regional experts as part of the institutional capacity could not be confirmed. The remaining period can focus on this aspect.

3.3. Project Effectiveness

This section presents analysis of the extent the project targets have been achieved compared with midterm findings. The midterm findings are further triangulated with secondary data from quarterly reports, work plans and financial reports for the project. The views of different stakeholders were sought on this variable.

A: Project Structures and Policy documents

The project effectiveness was measured in terms of effective functioning of the governance structure. The review found appropriate governance structures are in place with supportive operational documents. The project steering committee is relevant and provides oversight. The committee has adequate representation and members are highly experienced and knowledgeable in matters of economic policy management. The review found the committee had met four times out of the expected 6 times (each year expected to have two meetings). The committee however noted that they had taken some time without meeting and this affected their oversight role.

The review found out that there are only two meetings scheduled-one for approving work plan and the other for discussing audit reports. This leaves the committee with no time to do other oversight roles. The number of reports submitted to the committee are also limited.

The project management team is in place and has experienced members. There was reported to be an issue of coordination between the Director and Coordinator of the project during the academic staff focuses group discussion. The members felt the programme needed to be under the school of economics. The review of the grant agreement and discussion with steering committee however did not find any problem. The issue could only be related to effective communication and sharing of information which needs to be improved.

The review did not find any records to confirm the robustness of the recruitment processes. The review of the grant agreement indicated there are particular positions expected on the project and these were in place. The position of accountant was however divided into two positions and money budgeted for this position had been shared between the two officers. The review found there was underpayment of the persons in charge of this function as compared to previous phase payments obtained.

The review found there are two procurement systems. The project has the Ugandan procurement policy requirements and the donor policy procurement rules. As a best practice, the international

procurement rules override the domestic procurement rules although a review further indicated the donor procurement rules especially in hiring of consultants was a hindrance. There was no adequate capacity as well on the part of the project management team about procurement procedures at the college and university. The review found there were delays in procurement of consultants due to the conflicting procurement rules. An audit trail of the current mid-term review found the process started in October 2015 and was concluded in May 2016. The procurement of a consultant for a tracer study faced similar challenges. A training course in basic procurement would be recommended in the remaining project period.

The gender profile of the governance structures is not appropriate. The review found there are more males on the steering committee than females. There are more male lecturers on the course than the females. The director and coordinator of the project were also found to be males. However, the gender gap in the project operational team was found to be in favor of women. The review found that all project accounts and administrators were competent committed females. They demonstrated thoroughness in their work and had grasp of key detailed information about the project. The person in charge of IT was also found to be knowledgeable about the project.

The review found there is a work plan which is regularly updated each year. The monitoring and evaluation matrix exists although the impact indicators were found to be inappropriate. Impact was assumed to be outcomes in the results framework. The steering committee manual is in place and has detailed description of what each organ is supposed to do.

Project administrators agreed that the project had been effective. They however revealed that due to the change in project directors during the phase of the project, it had created some gaps at some point. They revealed that the current director and coordinator took over three months to be approved by the ACBF and this affected effectiveness of the project activities at the time. The project steering committee minutes according to the coordinator were always produced on time as stipulated in the economic policy management steering committee manual.

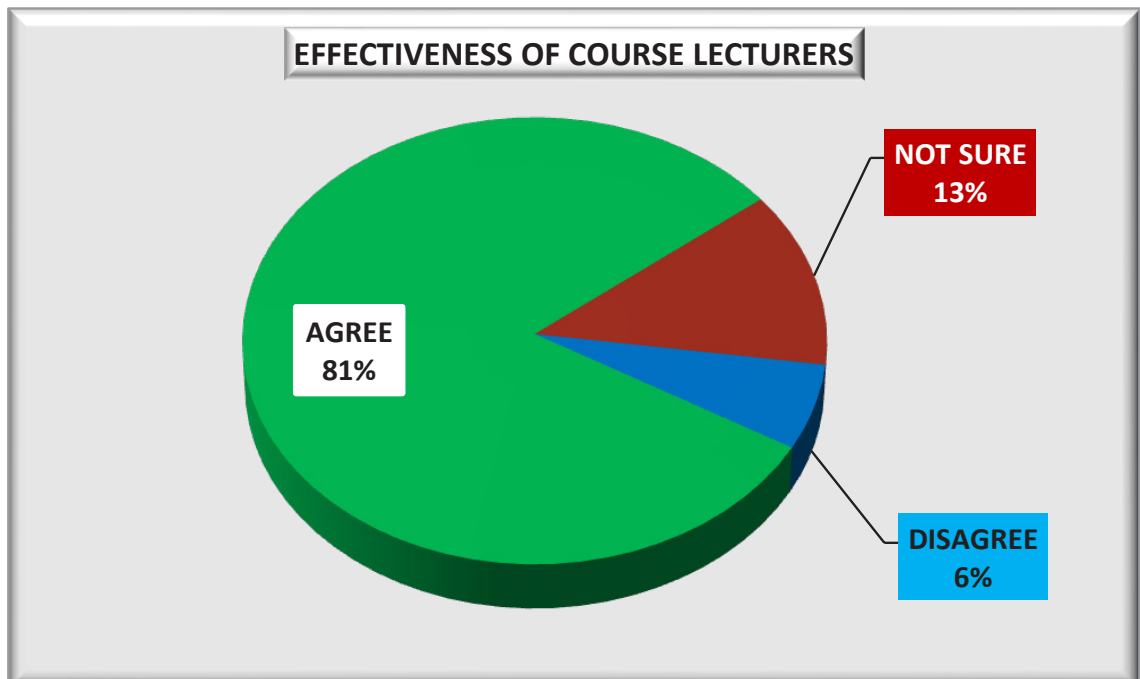
C: Effectiveness of the academic processes

The academic staff were asked how effective they were regarding the academic processes especially results management which was a key efficiency measure in any academic programme. The review found there was still delays in marking, processing and release of student marks. The academic staff responded to this concern indicating the problem was caused by exogenous factors beyond them because the school used to hire marking assistants to mark undergraduates and the lecturers would concentrate on postgraduates; a practice that is no longer there. The review found there were delays in releasing payments for such activities from the centre although the university bursar indicated it was a problem caused by 'delayed submission of claims'. A member of the steering committee indicated indeed there was a problem regarding release of finances for academic activities.

The reviews found that existing workload of academic staff and low remuneration compared to other donor funded projects in the college like the Masters in Public Infrastructure Management where rates are payable in dollars and on time could be suggestive of the need to expand the teaching capacity through recruitment of more academic staff in areas on the EPM that are understaffed as part of the institutional and human capacity component. The remaining period could also consider remuneration. The teaching environment of the EPM were not found appropriate as compared to the class-room of the Masters in Public infrastructure management. Below is a classroom where students of EPM were found to be undertaking their final examinations as of May 2016.

Figure 8:**D: Students assessment of effectiveness**

The review examined the effectiveness of the programme from the student's perspective especially regarding course lecturers effectiveness on the students' learning under the EPM program. Analysis of the survey data showed that 95% of the respondents agreed that the course lecturers were effective in delivering the course deliverables while 3% were not sure whether the course lecturers were effective and 2% in fact disagreed that the course lecturers were not effective. The findings are illustrated in figure 3.

Figure 9: General Effectiveness of Course Lecturers according to Respondents

Source: Consultant

The lecturers' effectiveness as assessed by the students was undertaken on 8 different aspects that students often consider on measuring effectiveness of a programme. All the 8 aspects were analyzed individually and summarized in table 2.

Table 8: Aspects of Effectiveness of Lecturers According to Respondents

No.	Course is :	Agree %	Not Sure %	Disagree %
1	They gave clear description of course objectives	86	9	5
2	Were knowledgeable and resourceful in the subject matter	86	10	4
3	Would review the previous lecture and blend with current topic	68	20	12
4	The methods supported my personal study and understanding of the course	81	15	3
5	Assignments supported course objectives	96	2	2
6	Were audible and effective communicators	85	10	5
7	Had cordial and professional relationship with students	83	12	5
8	Guided and counselled students on academic problems	63	24	13

Source: Consultant

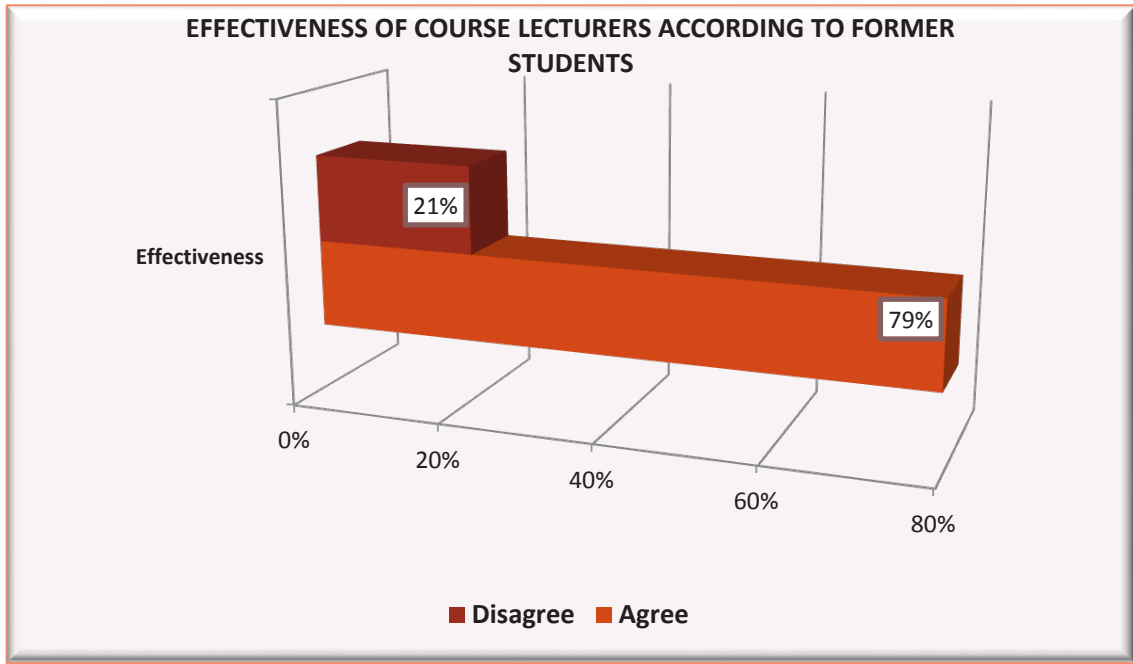
Further analysis revealed that:-

1. The respondents assessed their course lecturers well on the fact that lecturers gave students clear description of course objectives. Analysis revealed that 86% (35 male, 16 female) of the respondents were in agreement with this question 9% (2 male, 3 female) were not sure while 5% (2 male, 1 female) disagreed with the statement. A closer look at the data showed that the respondents who agreed that the course lecturers gave them clear description of course objectives 26 were Ugandans and 25 were foreigners, for those that were not sure 3 were Ugandans and 2 foreigner, and only 1 respondent disagree to being given clear description of course objectives.
2. Analysis showed that 86% (35 male, 16 female) of the respondents (26 Ugandans, 25 foreigners) agreed that the course lecturers were knowledgeable and resourceful in the subject matter compared to 3% (2 male) of the respondents (2 foreigners) who were in disagreement. On the other hand 10% (2 male, 4 female) of the respondents (5 male, 1 female) were not sure if their lecturers were knowledgeable and resourceful in the subject matter.
3. Analysis of the survey data showed that 68% (27 male, 13 female) of the respondents (20 Ugandans, 20 foreigners) agreed that lecturers would review previous lecture and blend it with current topic compared to 12% (5 male, 2 female) of the respondents (5 Ugandans, 2 foreigners) who disagreed with this fact. On the other hand, 20% (7 male, 5 female) of the respondents (6 Ugandans, 6 foreigners) were not sure if lecturers were reviewing previous lectures and blending them with current topic.

4. Analysis of the survey data showed that 82% (34 male, 14 female) of the respondents (24 Ugandans, 24 foreigners) agreed that the lecturers' methods supported their personal study and understanding of the course compared to 3% (2 male) of the respondents (1 Ugandans, 1 foreigners) who disagreed with this fact. On the other hand, 15% (3 male, 6 female) of the respondents (6 Ugandans, 3 foreigners) were not sure if lecturers' methods supported their personal study and understanding of the course.
5. Analysis of the survey data revealed that 96% (38 male, 19 female) of the respondents agreed that assignments supported course objectives compared to 2% (1 male) who disagreed with this fact. On the other hand 2% (1 female) of the respondents were not sure if assignments supported course objectives. Further analysis showed that those who agreed 31 were Ugandans and 26 were foreigners, those who disagreed, 1 was a foreigner, and for those that were not sure, 1 was foreigners.
6. Asked whether lecturers were audible and effective communicators, analysis showed that 85% (34 male, 16 female) of the respondents agreed that lectures were audible and effective communicators, while 5% (2 male, 1 female) of the respondents were in disagreement. 10% (3 male, 3 female) of the respondents were whoever not sure if lecturers were audible and effective communicators. Further analysis showed that those who agreed 26 were Ugandans and 24 were foreigners, those who disagreed, 2 were Ugandans and 1 were foreigners, and for those that were not sure, 3 were Ugandans and 3 were foreigners.
7. The respondents were asked whether lecturers had cordial and professional relationship with students, analysis showed that 83% (33 male, 16 female) of the lecturers had cordial and professional relationship with students, while 5% (2 male, 1 female) of the respondents were in disagreement. 12% (4 male, 3 female) of the respondents were whoever not sure if lecturers had cordial and professional relationship with their students. Further analysis showed that those who agreed 26 were Ugandans and 23 were foreigners, those who disagreed, 1 was a Ugandan and 2 were foreigners, and for those that were not sure, 4 were Ugandans and 3 were foreigners.
8. Examination of the survey data showed that 63% (22 male, 15 female) of the respondents (22 Ugandans, 15 foreigners) agreed that lecturers would guide and counsel students on academic problems compared to 13% (7 male, 1 female) of the respondents (3 Ugandans, 5 foreigners) who disagreed with this fact. On the other hand, 24% (10 male, 4 female) of the respondents (6 Ugandans, 8 foreigners) were not sure if lecturers were guiding and counselling students on academic problems.

The review also examined the views that former students had on the effectiveness of the course lecturers on their learning under the EPM program. Analysis of the survey data showed that 79% of the respondents agreed the course lecturers were effective in delivering the course deliverables and 21% disagreed as illustrated in figure 8.

Figure 10: General Effectiveness of Course Lecturers according to Former students



The lecturers’ effectiveness on former students’ learning was assessed on 8 different aspects. All the 8 aspects were analysed individually and summarised in table 9.

Table 9 : Aspects of Effectiveness of Lecturers According to Respondents

No.	Course is :	Agree %	Not Sure %	Disagree %
1	Gave clear description of course objectives	100		5
2	Were knowledgeable and resourceful in the subject matter	100		4
3	Would review the previous lecture and blend with current topic	33	67	12
4	The methods supported my personal study and understanding of the course	67	33	3
5	Assignments supported course objectives	100		2
6	Were audible and effective communicators	100		5
7	Had cordial and professional relationship with students	100		5
8	Guided and counselled students on academic problems	37	67	13

Further analysis revealed that:-

1. The former students revealed were generally happy where 100% of the respondents were in agreement that lecturers gave description of course objectives which was a measure of effectiveness.
2. Analysis showed that 100%) agreed that the course lecturers were knowledgeable and resourceful in the subject matter they were delivering.
3. Analysis of the survey data showed that 33% of the respondents agreed that lecturers would review previous lecture and blend it with current topic compared to 67% who disagreed with this fact.

4. Analysis of the survey data showed that 66% agreed that the lecturers' methods supported their personal study and understanding of the course compared to 34% who disagreed with this fact.
5. Analysis of the survey data revealed that 100% of the respondents agreed that assignments supported course objectives, that the lecturers were audible and effective communicators and had cordial as well as professional relationship with students.
6. Examination of the survey data showed that 33% agreed that lecturers would guide and counsel students on academic problems compared to 67% of the respondents who disagreed with this fact.

3.4. Project Effectiveness Project efficiency

The study sought to examine the extent to which the EPM Project's resources were expended in relation to the program outputs. The study considered different components of the program expenditure including the Core program and the Institutional support. In general the study revealed that the Core Program Component utilized 71% of the actual expenditure as compared to 29% which was actually made use of by the Institution Support Component.

3.4.1. Core Programme Component

The core program component was subdivided into four activities which included Training, Participant travel and Living Expenses, Governance and Monitoring activity. Overall, the core program component alone utilised 64% of its proposed budget expenditure between the 2012/13 to 2014/15. The period 2013/14 had the highest (88%) expenditure of the total proposed budget while 2012/13 had the lowest (34%) expenditure.

Further analysis showed that overall 71% (2012/13 to 2014/15) of actual expenditure on the Core program component was spent on Participant travel and Living Expenses activity alone compared to 28% (2012/13 to 2014/15). During the period 2013/15, the project spent an extra 26% of the proposed budget for the Participant travel and Living Expenses activity thus spending an extra US\$ 79,023.81.

There was no expenditure on the Monitoring activity in the period 2012/13 and 2013/14. During the period of 2014/15, the program spent US\$ 4,536.00 accounting for 55% of the proposed budget for this activity.

3.4.2. Institution Support Component

Unlike the core program component the Institutional Support Component was subdivided into two activities which included Capital and Administrative expenditure. Generally the Institutional Support Component alone utilised 61% of its proposed budget expenditure between the 2012/13 to 2014/15. Document review revealed that 88% of the actual expenditure under the institutional support component was spent on Administrative related issues.

The total actual expenditure of the Institutional Support Component for the period 2013/14 recorded the highest (75%) expenditure of the total proposed budget while 2012/13 had the lowest (33%) expenditure of proposed budget.

There was no capital expenditure during the period of 2012/13 according to

documents reviewed. However, the period 2014/15 saw an actual 83% Capital expenditure of the proposed budget. This was due to the procurement of IT equipment which included Software and 30 computers that are being used in the current computer laboratory and the printing of books which are stocked in the library at CoMBAS.

Further review of the quarterly reports and work plans showed that actual expenditure in the period 2013/14 went up by 1% (US\$ 973.66) of the proposed budget. Table 3 illustrates the proposed expenditure against actual expenditure.

Table 10: EPM Program Proposed Expenditure against Actual Expenditure

	Proposed Budget Expenditure			Actual Expenditure			Percentage of Budget Expended		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Core Program Expenditure									
Training	133,342.45	294,513.18	216,159.64	32,052.56	149,994.67	83,481.20	24	51	39
Participant Travel & Living Expenses	213,210.00	308,250.00	290,780.00	97,732.13	387,273.81	195,119.01	46	126	67
Governance	11,300.00	11,300.00	113,000.00	0	7,500.00	6,028.00	0	66	53
Monitoring Activity	8,250.00	8,250.00	8250.00	0	0	4,536.00	0	0	55
Total Core Program Expenditure	366,102.45	622,313.18	526,489.64	129,784.69	544,768.48	289,164.21	35	88	55
Institutional Support Expenditure									
Capital Expenditure	10,144.00	62,720.00	58,360.00	0	135.66	48,177.28	0	0.21	83
Administrative Expenditure	136,856.00	182,203.56	182,403.56	48,639.57	183,177.22	107,243.45	36	101	59
Total Institutional Support Expenditure	147,000.00	244,923.56	240,763.56	48,639.57	183,312.88	155,421.43	33	75	65
Contingency Allowance 2%	5,864.00	8,276.91	7,277.08	0	0	0	0	0	0
Total Project Budget	518,966.45	875,513.65	774,530.27	178,424.26	728,081.36	444,585.64	34	83	57

Source: Consultant

Sponsorship

a) ACBF Sponsorship

Document analysis revealed that EPM project actually used a combined average of 66% of the budgeted resources spread over a period of 2012/13 to 2014/15 to facilitate the ACBF component. In the period 2012/13 a total budget of US\$ 518,966.45 was earmarked to take care of 33 students. However only US\$78,424.26 was actually used to take care of 24 students thus 47% in terms of expenditure per unit sponsored.

In the period 2013/14, EPM had a budget of US\$ 758,555.54 earmarked for 33 students on the ACBF component but actually US\$ 542445.61 was the expenditure on 41 students hence 58% of the proposed budget was actually used per unit sponsored.

The period 2014/15 had a proposed budget of US\$ 658572.97 for 33 students although the actual

expenditure was US\$ 443,163.55 on just 24 students hence using 93% of the proposed budget per unit sponsored.

The EPM was expected to have recruited a total of 99 students between 2012/13 – 2014/15 but only 89 students were only registered during the mid-term review which accounted for 90% of the targeted number of students as demonstrated in table 4.

Table 11: ACBF Projected budget & Sponsorship against Actual Expenditure & Sponsorship

Period	Proposed Budget US\$	Proposed Sponsorship	Actual Expenditure US\$	Actual Sponsorship	% Ratio (actual/proposed)
2012/13	518,966.45	33	178,424.26	24	47
2013/14	758,555.54	33	542,445.61	41	58
2014/15	658,572.97	33	443,163.55	24	93
		99		89	90

Source: Consultant

b) JJWBGSP Sponsorship

A general look at the JJWBGSP component, 63% of the total proposed expenditure between 2013/14 and 2014/15 was actually spent. The period 2013/14 recorded a 71% actual expenditure of the proposed budget per unit to cater for the 7 students while 2014/15 recorded a 55% actual expenditure per unit to cater for the same number of students sponsored by JJWBGSP. Table 5 illustrates proposed budget against Actual Expenditure on JJWBGSP Sponsorship

Table 12: JJWBGSP Projected budget & Sponsorship against Actual Expenditure & Sponsorship

Period	Proposed Budget US\$	Proposed Sponsorship	Actual Expenditure US\$	Actual Sponsorship	% Ratio (actual/proposed)
2013/14	77,412.66	7	54,693.03	7	71
2014/15	76,412.00	7	42,126.02	7	55

Source: Consultant

c) SELF Sponsorship

Document analysis revealed that 20 self-sponsored students are expected to register on every cohort on both Day and Evening Programs. Table 6 illustrates the ratio of proposed tuition that was to be collected by the project to what is actually collected over the period 2012/13 to 2014/15.

Table 13: Ratio of proposed tuition to be collected to actually collected over the period 2012/13-2014/15

Period	Proposed Budget US\$	Proposed Sponsorship	Actual Expenditure US\$	Actual Sponsorship	Ratio (actualexp/# registered)/(proposed exp/# proposed)
2012/13	40,000.00	20	61,086.72	28	1:1
2013/14	39,545.45	20	41,522.72	21	1:1
2014/15	29,240.00	20	39,474.00	27	1:1
		60		76	

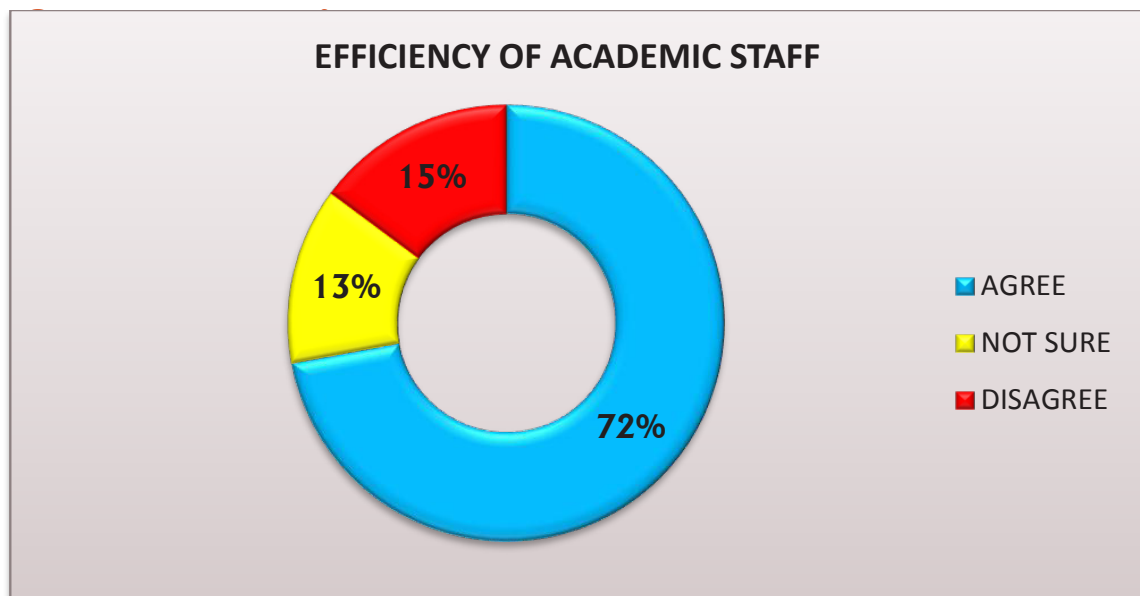
Source: Consultant

During the period 2013/14 EPM programme the 20 students expected to register had a proposed budget of US\$ 39,545.45. This period actually registered 21 students and collected a total of US\$ 41,522.72. A close look at the proposed budget and the actual tuition collected was US\$ 1977.27 per Student respectively hence a ratio of 1:1 meaning that there was no short fall. All that was expected was collected.

Academic Staff

The study examined the efficiency of the academic staff to assess the quality and timeliness of the implementation, from an academics point of view at the programme level. Analysis showed that 72% of the respondents agreed that the EPM was efficient while 13% were not sure about the efficiency of their lecturers. On the other hand, 15% of the respondents disagreed to the fact that the academic staffs were efficient as illustrated in figure 4.

Figure 11: Efficiency of Academic Staff



Source: Consultant

To examine the efficiency of the lecturers the study looked at four aspects of their mandate. These included preparedness to lecture, conducting scheduled lectures, gave and marked

assignments in time as well as completing the syllabus. The lecturers' efficiency in implementing the course deliverables was studied on these four aspects as is required of them and summarized in table 14.

Table 14: Lecturers' efficiency in their mandate implementation

No.	Study areas	Agree %	Not Sure %	Disagree %
1	Always came to class prepared	76	12	12
2	Conducted the Lectures as scheduled	80	12	8
3	Gave and marked assignments and gave timely feedback	54	19	27
4	Completed the syllabus	78	10	12

Source: Consultant

Further analysis revealed that:-

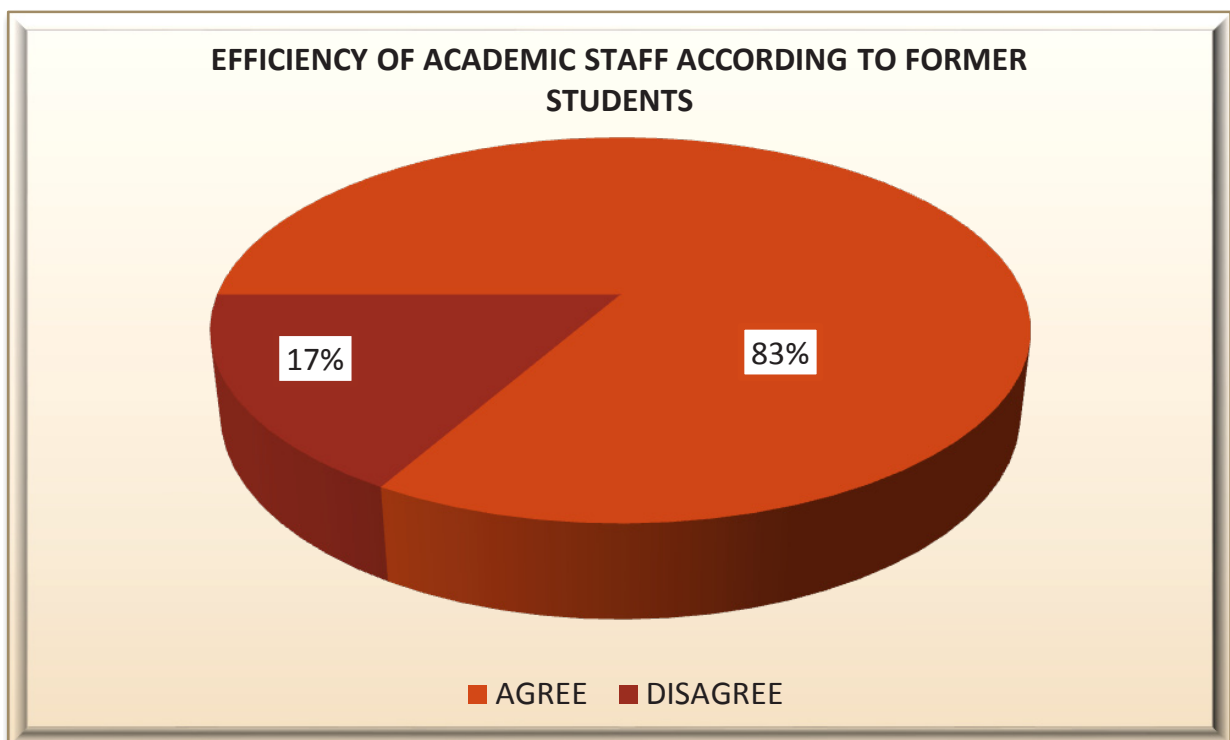
1. Analysis showed that 76% (32 male, 13 female) of the respondents agreed that lecturers always came to class prepared compared to 12% (5 male, 2 female) who disagreed with this fact. On the other hand 12% (2 male, 5 female) of the respondents were not sure if their lecturers were always prepared. Further analysis showed that those who agreed 21 were Ugandans and 24 were foreigners, those who disagreed, 5 were Ugandans and 2 were foreigners, and for those that were not sure, 5 were Ugandans and 2 were foreigners. The 12% respondents who were not convinced about the lecturers' preparedness to facilitate said that some lecturers just sent reading materials without direct discussions of those particular aspects of the course, and those that came lacked flexibility and style of lecturing by moving so fast and some lecturers did not even have relevant examples to support their arguments.
2. Asked whether lecturers conducted lectures as scheduled analysis showed that 80% (30 male, 17 female) of the lectures were conducted as scheduled, while 8% (4 male, 1 female) of the respondents were in disagreement. 12% (5 male, 2 female) of the respondents were whoever not sure if lectures were conducted as scheduled. Further analysis showed that those who agreed 25 were Ugandans and 22 were foreigners, those who disagreed, 3 were Ugandans and 2 were foreigners, and for those that were not sure, 3 were Ugandans and 4 were foreigners.
3. Examined survey data showed that 54% (22 male, 10 female) of the respondents agreed that lecturers gave and marked assignments and gave timely feedback compared to 27% (12 male, 4 female) who disagreed with this fact. On the other hand 19% (5 male, 6 female) of the respondents were not sure if their lecturers gave and marked assignments and gave timely feedback. Further analysis showed that those who agreed 31 were Ugandans and 26 were foreigners, those who disagreed, 1 was a foreigner, and for those that were not sure, 1 was a foreigner. The respondents said their lecturers gave exams as scheduled but there was excessive delay in submission of the results. The results were received at the end of the subsequent semester. This was not helpful to the students who could not improve in areas they were "weak".

4. Analysis showed that 78% (30 male, 16 female) of the respondents agreed that lecturers completed the syllabus compared to 12% (6 male, 1 female) who disagreed with this fact. On the other hand 10% (3 male, 3 female) of the respondents were not sure if their lecturers were completed the syllabus. Further analysis showed that those who agreed 25 were Ugandans and 21 were foreigners, those who disagreed, 3 were Ugandans and 4 were foreigners, and for those that were not sure, 3 were Ugandans and 3 were foreigners.

The respondents said the lecturer that facilitated computer studies/ICT was too busy to teach adding that he came late and did not even complete the syllabus. The respondents revealed that they didn't benefit from the computer lectures to their expectations.

Analysis from former students showed that 83% of the respondents agreed that the EPM was efficient while on the other hand, 17% of the respondents disagreed to the fact that the academic staffs were efficient as illustrated in figure 12.

Figure 12: Efficiency of Academic Staff



Source: Consultant

To examine the efficiency of the lecturers the study looked at four aspects of their mandate from the perspective of former students. The lecturers' efficiency in implementing the course deliverables according to former students was examined based on four aspects as is required of them and summarized in table 15.

Table 15: Lecturers' efficiency in their mandate implementation

No.	Study areas	Agree %	Disagree %
1	Always came to class prepared	100	
2	Conducted the Lectures as scheduled	67	33
3	Gave and marked assignments and gave timely feedback	100	
4	Completed the syllabus	67	33

Source: Consultant

Further analysis revealed that:-

- a) Analysis showed that all the respondents agreed that lecturers always came to class prepared
- b) Asked whether lecturers conducted lectures as scheduled analysis showed that 67% of the respondents agreed that the lectures were conducted as scheduled, while 33% of the respondents were in disagreement.
- c) Examined survey data showed that 100% of the respondents agreed that lecturers gave and marked assignments and gave timely feedback.
- d) Analysis showed that 67% of the respondents agreed that lecturers completed the syllabus compared to 33% who disagreed with this fact. On the other hand 10% (3 male, 3 female) of the respondents were not sure if their lecturers were completed the syllabus. Further analysis showed that those who agreed 25 were Ugandans and 21 were foreigners, those who disagreed, 3 were Ugandans and 4 were foreigners, and for those that were not sure, 3 were Ugandans and 3 were foreigners.

3.5. Project Emerging outputs, outcomes and impact

The review assessed the outcomes so far made by EPM Makerere in line with the M and E frameworks as well as its potential or actual impacts. Success stories were acquired from some graduates of the program to show case the impact of the training in EPM of their country and their career development. All projects result in an outcome in the form of a change and this change can be in the short-term or long term. It is important to be able to measure these outcomes. On the EPM, the review measured both activity and results:

- Activity measures which indicate progress: "this is what we have done so far".
- Result measures which assesses outcomes: "this is what we have achieved so far".

There is a logical order from activity to results: you do something and then you see the outcome. A change initiative may start with a series of activities preparing for change implementation. Once the activities are complete and a change is implemented, the metrics shift to results based measures. Results measures will show what the change initiative has achieved. These could be financial, customer, employee or any other outcome metric.

The review showed that most of the benefits enjoyed by the project target beneficiaries were directly related to EPM project interventions. Below are some emerging outputs, and which can be used to imply outcomes and likely impact by end of the project:

- The school has acquired modern state of the art facilities like the video conference room as shown in figure 5

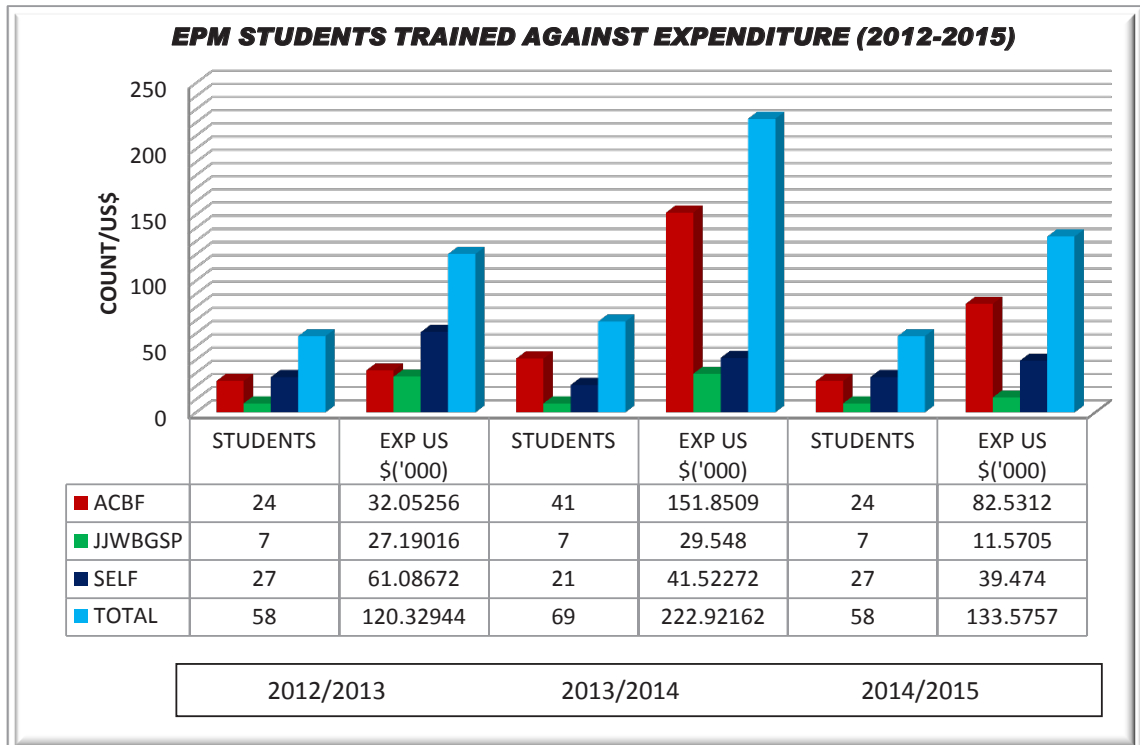
Figure 13: Modern video conference room at CoBAMS



Source: Consultant

- The program has made available modern ICT equipment in a computer laboratory being used by the school which creates a conducive learning environment for knowledge transfer.
- The program regularly restocks the current text books in line with the course especially in areas of economics as well as management which are also used by sister programs. This has created synergy in the college graduate programs
- Master's Programme: Document analysis showed that the EPM program had trained a total of 185 (129 male, 56 female) on the Master's program between 2012/13 and 2014/15. Of the 185 Masters students trained a total of 118 (43 Ugandans, 75 Foreigners) students were under the Day programme while 67 (66 Ugandans 1 Foreigner) were under the Evening programme. The knowledge that these people acquired could lead to change in behavior and better policy management. There is an ongoing tracer study which will measure the actual impact in terms of employer attitudes to graduates of the EPM
- Further analysis revealed that the academic period 2012/13 had a total of 58 students (37 male, 21 female) of these (37 Ugandans, 21 foreigners), period 2013/14 had a total of 69 students (51 male, 18 female) of these (35 Ugandans, 34 foreigners) and period 2014/15 had a total of 58 students (37 male, 21 female) of these (37 Ugandans, 21 foreigners). On the other hand a total of US \$ 476,826.76 spread over a period of 2012/13-2014/15 was spent in different types of sponsorships. A close look at these figures showed that ACBF sponsorship scheme had a total of US \$ 266,434.66, JJWBGSP scheme had US \$ 68,308.66 and SELF scheme had 142,083.44. Figure 6 shows the detailed number of students per cohort and amount of money in sponsorship schemes.

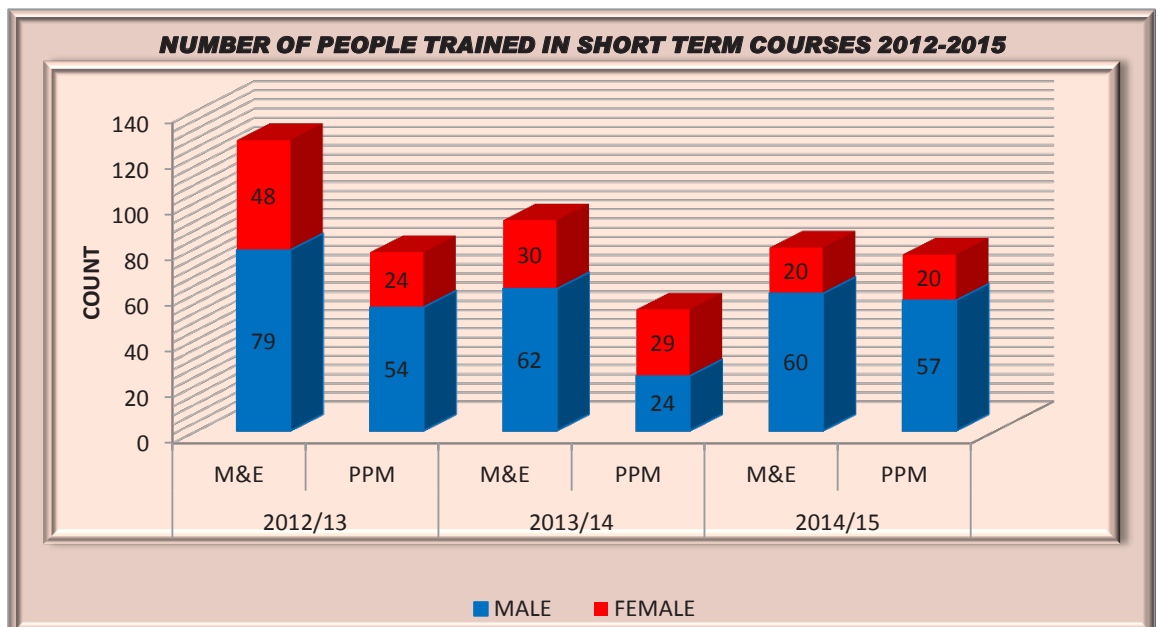
Figure 14: Students Trained against Expenditure (2012/13 – 2014/15)



Source: Consultant

- Short Term Courses; Document review revealed that a total of 505 (299 M&E, 206 PPM) individuals had been trained in short term courses in the review period 2012/13-2014/15. Further document analysis showed that of 2012/13 had 127 (79 male, 48 female), trained in M&E and 78 (54 male, 24 female) in PPM, 2013/14 had 92 (62 male, 30 female), trained in M&E and 51 (22 male, 29 female) in PPM, and 2014/15 had 80 (60 male, 20 female), trained in M&E and 77 (57 male, 20 female) in PPM as illustrated in figure 6.

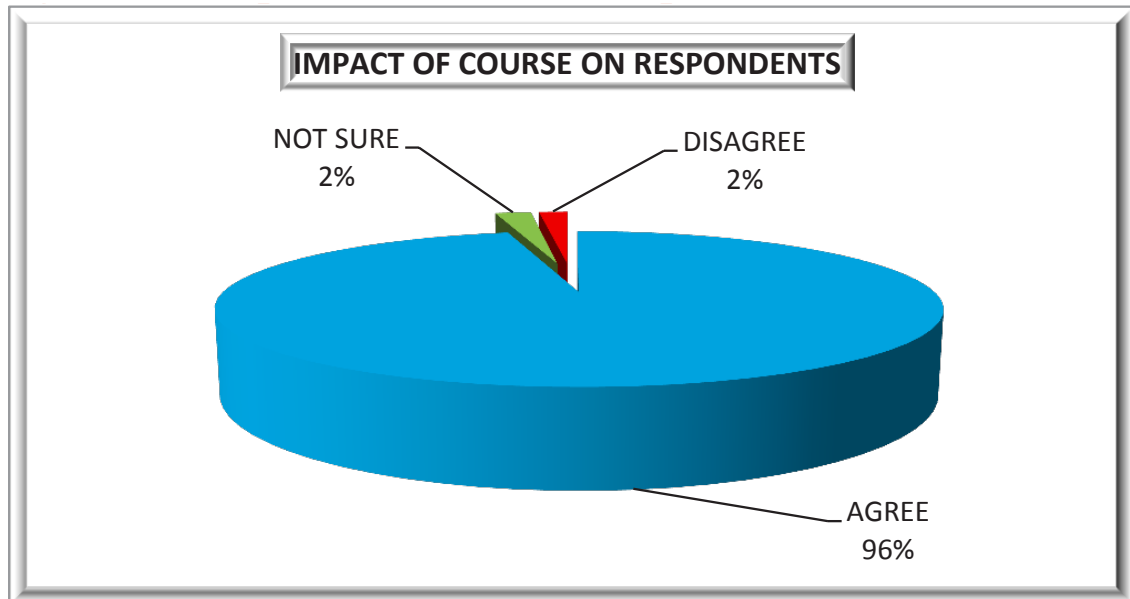
Figure 15: Number of People Trained in Short Term Courses 2012/13 – 2014/15



Source: Consultant

The study sought to examine the impact of the EPM programme as measured by the students. Analysis of the survey data showed that 95% of the respondents agreed the program had impacted them positively in terms of learning compared to 3% who were not sure whether the program had had any impact on their learning and 2% in fact disagreed that the program had had an impact on their learning, as illustrated in figure 5.

Figure 16: Impact of course on respondents



Source: Consultant

The review looked at four aspects of the course impact on students namely whether the course had positive impact on their learning, improved capacity of independent learning, impact on students and understanding of policy matters. Results were summarized in table 16.

Table 16: Individual Aspects of Impact of course on respondents

No.	Study areas	Agree %	Not Sure %	Disagree %
1	Had positive impact on my learning	96	2	2
2	Improved my capacity of independent learning	96	2	2
3	Had positive impact on my professional practice	95	3	2
4	Improved my knowledge and understanding of policy matters	96	2	2

From table 16 above the detailed analysis of the survey data is as follows:-

1. The study showed that 97% (38 male, 19 female) of the students agreed that the courses had had a positive impact on their learning. Of the students who agreed the courses had a positive impact on their learning, 31 were Ugandans and 27 were foreigners. The respondents revealed they were able to figure out why some policies were successful and others fail in practice since they had learned critical analysis and applied approach to strategic planning, financial management and research.

2. The study showed that 97% (38 male, 19 female) of the respondents agreed that the courses improved their capacity of independent learning. Of the students how agreed the courses improved their capacity of independent learning, 30 were Ugandans and 27 were foreigners.
The programme has a well-stocked library with up-to-date books on economic policy and management as well as a modern computer laboratory to facilitate and enhance capacity for independent learning and research.
3. The study also showed that 95% (37 male, 19 female) of the respondents agreed that the courses had had a positive impact on their professional practice. The study further revealed that of the respondents who agreed that the courses had had a positive impact on their professional practice 30 were Ugandans and 27 foreigners.
According to an informative discussion with the academic staff, some of the students from the program have gone ahead to pursue their doctorates in related fields.
4. The respondents were asked if the courses had improved their knowledge and understanding of policy matters. Survey data showed that 97% (38 male, 19 female) of the respondents were in agreement to this fact and of these, 31 were Ugandans and 26 were foreigners.
The study revealed that more students in the region had been trained and that these students occupy positions of responsibility in Kenya, Rwanda, Tanzania to mention but a few.

FORMER STUDENT

It is relevant especially if it is offered to students who have an economics background and are working in appropriate positions like Planning in the government, Teaching to mention but a few. Internship is greatly needed for application of the acquired skills at the places of work but time is a constraining factor. I suggest another project in each country for economic policy makers or consultancy or economic research projects be formulated to ensure the final output of the required economist's be attained as they may be very many trained economists but without Jobs and may end up doing totally different Jobs just for survival

FORMER STUDENT

I am currently working for AgriNet Uganda limited as a deals Manager, a position that basically involves coordinating of deals between buyers and sellers to ensure a successful trade. Prior to that, I have mostly worked as a field officer/research assistant for different research firms, a position which basically involved data collection and supervision of field work activities. The nature of work that I have so far have been involved in has not exactly given me the opportunity to implement in-depth what I have acquired through my EPM studies.

3.6. Project Risks and sustainability

The review assessed the institutional and financial sustainability of the programme given the utilization of grant resources from the foundation. The review assessed the risks faced by the programme during the period of implementation. This involved assessing constraints and opportunities that could be exploited for sustainability of the EPM Makerere.

3.6.1. Project risks

PROJECT RISKS AND SUSTAINABILITY

- I. There are still unspent funds which indicates absorption capacity or bureaucratic delays in the utilization of funds. At the same time, the commitment which were made at the start of the project by other partners including Makerere University have not been fully met. Interesting though, some scholarships have gone unutilized in the midst of a continent that has deserving students who would be able to seize such a training opportunity.
- II. The financial disbursements from Makerere University Central revenue collection accounts to the college to cater for programme activities is an area of risk that needs attention as the review found a number of programme activities that were being delayed especially teaching and supervision allowances. The review found delays in paying for these activities although the university bursar indicated during an interview it was a problem created by the college through submitting claims at the end of the semester. In their response however, they refuted the claim and the consultants concludes this is still an area of risk that needs attention. A review of the lecturer payment modalities especially for supervision of final student projects and payment of external assessors should be addressed through ACBF intervention.
- III. The failure by the university to commit funds for the review of the curriculum is a risk area that needs attention especially given the critical nature of this activity towards the end of the project. The review of the curriculum needs to be comprehensively undertaken taking into account the views of different stakeholders. ACBF could allow internal re-allocation from the unspent funds to undertake this critical activity of the EPM before the end of the funding period.
- IV. The EPM has increasingly attracted more Ugandan students than foreigners. This has a potential risk of making EPM like 'any other' Ugandan Master's degree programme. The regional character of the programme as was intended from the design needs to be preserved through scaling efforts of marketing to attract more foreign students with preference given to deserving female applicants to reduce the gender disparity which was the core goal of the project.
- V. There is low completion rates and yet there is no mitigation plan on how the university addresses students who do not complete on time. It was not conclusive during the review whether Makerere gives a waiver to such a group of students or ACBF allows extension of scholarship especially if non-completion is outside the control of the students. A policy decision needs to be taken on this matter.
- VI. Quality assurance is another risk that needs to be addressed especially given the motivation of academic staff was found to be low due to delays in payments and the apparent low rates paid for their teaching compared to existing programmes in the College like the donor funded Master's in Public Infrastructure Management. The quality risks also come in due to the fact that the teachers are only the Makerere faculty where regional experts are rarely used. Staff exchange visits have not been undertaken which could have filled in this gap.

- VII. The risk of sustainability of the programme is a key concern that needs attention in the eventuality that funding for the next phase is not extended by ACBF. The project coordination office has not developed any mitigation strategy to address this matter. Alternative strategies could be developed to guide the steering committee to provide policy direction. The issue of human capacity
- VIII. There is not much information sharing about the EPM among the wider audiences and the project lacks forward and backward linkages. Information about EPM is not shared with the wider college and university community. There is also not much organizational capacity beyond the textbooks, computers and conference room. While individuals have been trained, there is no much evidence of organizational capacity in terms of strengthened systems and structures like results management for graduates of EPM.
- IX. There are some core unfunded activities in the work plans reviewed. One such activity is curriculum review which should have been financed by Makerere but no funding has been provided. This affects the commitment of the university to partnership principles on the project.
- X. The frequent changes at college level and in the university bursar's office has had its effects on 'project memory'. The review found that each bursar tended to come with his own style of management of project resources. The review also found no evidence of basic short course financial and procurement trainings for managers at college level on how to manage finances and conduct procurements on projects.

3.6.2. Project sustainability

The outputs so far attained can make the project sustainable. The structures are in place, the institutional capacity, the experiences gained, the credibility of MUK and the network of students that have been trained. The program has generated the intended outcome given the competence and capabilities of the college in terms of institutional capacity. Academic staff have acquired training in policy modeling (Program Coordinator / IT Specialist). The program has attracted privately sponsored students from the private sector as well. The programme has trained 76 individuals under the private sponsorship scheme. An evening program has been introduced under the EPM.

Most project staff are employed on contract terms. Once the project closes, this core staff will not be part of the university team and this has implications for sustainability and knowledge transfer. This exposes the project to sustainability risk. Co-funding by the university seems not to have been forthcoming during the project phase. While the university claims they have contributed by paying salaries of other academic staff and provision of infrastructure, programme activities which were expected to be implemented using the co-funding have been affected. The university should also be giving scholarships or tuition waivers or any other monetary contributions.

Commitment from other funders has been low. The World Bank had promised some funding but it has not been forthcoming. This delay suggests lack of commitment to the project which has implications on sustainability. African countries need to come up with new ideas on the nature of EPM given the vision 2063 requirements. Having regional/country coordinating centers to reduce costs of running EPM. Individual universities in partner countries can have local programmes but being coordinated by one centre at MUK. This will strengthen the sustainability of the EPM ideals. The coordinating unit should have both academics and practitioners.

3.7. LESSONS LEARNT CONCLUSIONS AND RECOMMENDATIONS

3.7.1. Lessons Learnt

- I. The composition of the project steering committee has served well the intended oversight role. The committee has membership with valid experiences and the inclusion of a member outside the country is a commendable best practice that should be maintained.
- II. The university has facilitated the establishment of an alumni association. This creates a platform for networking. The executive membership however needs to be representative of countries that have previously or currently brought students on board
- III. Holding Seminars is a good practice that has helped bring different groups of people together to discuss and learn specific techniques and topics. The use of keynote speakers (usually experts) in their own fields has enabled flow of a wealth of knowledge, promoted a sense of camaraderie, where individuals with the same interests/problems/concerns come together.
- IV. Group-work which has encouraged students to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills are a best practice method of teaching adults.
- V. Presentations as an aspect in course delivery have helped overcome the initial fear students have in facing people confidently and have allowed them to perform to their potential. Presentations have encouraged students realize and understand their audience better with control that enables to reach out to the audience better.
- VI. The support that has been given to project staff to attend short courses within an African environment is a good practice that has motivated this category of staff.
- VII. The program was designed to benefit participants from the private sector as well as the public sector. This creates synergy of ideas given that most African economies are private-sector driven.
- VIII. Partnerships are very important in building institutional capacity and infrastructure. Today Makerere University is ranked fourth in Africa according to the academic staff engaged in a FGD because of the EPM program and the related infrastructure as well as the human capacity.

3.7.2. Conclusions

Project Context

- I. The project context and assumptions are still relevant although some new developments have emerged that need to be addressed in the revised curriculum. The introduction of country vision documents and vision 2063 for African continent presents challenges and opportunities for a robust EPM programme
- II. All the stakeholders in the review agree that the EPM is still a relevant programme. Both Ugandan and foreign students agree that the EPM was relevant in both the design and context.

Project objectives and outputs

- I. Overall, there is still gender disparity in terms of student, staff and governance composition. There are more male foreign students as compared to their female counterparts unlike among the Ugandan students where an almost equal distribution of male and female students is reported.
- II. The key project activities are being undertaken except the activity concerned with reviewing of the curriculum.
- III. The students evaluate the effectiveness of the lecturers highly although they still have concerns about delayed release of results.
- IV. The academic staff teaching on EPM are not happy about their remuneration packages and more so delays in payment for teaching and supervision.
- V. The project has invested in some modern infrastructure for conference rooms and IT equipment as well as textbooks. However, the lecturer rooms for this high-level Master's program are below the 'expected standards' for such a high level academic program.
- VI. The project has made very good progress in ensuring that students acquire tailored Economic Policy Management (Macro and Micro) Skills as demonstrated by some students who have gone ahead to occupy positions of responsibility in both the public and private sectors.
- VII. The sustainability plan of the EPM program has not yet been developed.
- VIII. An evaluation framework to monitor the quality and evaluate the impact of COBAM's training activities has not been developed.
- IX. Extended staff training in E-learning and flexible multi-model delivery is yet to be satisfactorily implemented.

Project Governance and Management

- I. The project governance structures and responsibilities are elaborately documented. All structures are relevant although the number of times the steering committee meets are less compared to the expected oversight responsibilities expected of such a project
- II. The project steering committee has not undertaken a self-assessment exercise as had been anticipated. The number of reports received by the committee are also limited to annual work plans and the audited reports; a practice that does not allow the committee to synthesize other policy issues for effective direction of the project
- III. The general management systems and policies are in place but their practice efficiency and effectiveness could not be established during the review. The review did not find any recruitment process to have been undertaken hence could not verify how effective this policy has been implemented. The procurement processes however were found to be weak and a single procurement often takes a relatively long period. The majority of project staff did not understand the procurement requirements
- IV. The university management are confident of the robustness of the financial systems of the project. There is no reported fraud that could be documented during the review
- V. The efficiency and effectiveness of resource transfer from the centre to the college was found to be fragile and it often creates an area of counter-

- arguments. This has an effect on effective management of the academic activities.
- VI. There is sufficiency and availability of different regulations for managing the project including the manual, the financial regulations, and the financial manual. The HR and training manual documents were however not availed to the consultant for assessment.

Outcomes of the project

- I. The project outcomes were not clearly elaborated in the monitoring and evaluation results framework. There was a confusion of outputs with outcomes and impact. This made it difficult for the review to substantively compare the changes that had been attributed to the project
- II. The project has not yet undertaken a tracer study (process on inception stage). This tracer study will document concrete outcomes
- III. The majority of foreign students were promoted in their places of work as a result of the knowledge received from the course
- VI. The concept of multi-model strategy, digital scholarship, blended learning opportunities and extended E-learning concept is yet to be fully implemented by the project at mid term level

3.7.3. Recommendations

Strategic (funders, steering committee and university)

- I. Implement the concept of multi-model strategy, digital scholarship, blended learning opportunities and extended E-learning through investing in a fully fledged E-learning system and extensive staff capacity building in the use of E-learning systems of delivery.
- II. Develop and implement a resource mobilisation and marketing strategy.
- III. Re-allocations of unspent funds should be made to core project activities particularly the review of the curriculum and facilitation of academic activities like supervision to ensure high completion rates in the remaining period.
- IV. The university should revise and harmonize the financial disbursement policies for donor funded projects. Different donor academic programs in the same college are managed under different modalities which appears to be the source of contention.
- V. ACBF should initiate processes for extending the project for another five years owing to the progress so far made. This recommendation needs to be guided by high level engagement with members of the steering committee and university management
- VI. The university should develop alternative funding proposals to ensure there is adequate financing of the Ugandan students whose scholarships are limited on the project yet there were more Ugandan students enrolled on the EPM
- VII. The project steering committee should cause a sustainability plan to be developed and approved within the next six months. This plan will be a useful input to any decision to extend the project by ACBF.
- VI. The project should invest in the development of an e-learning system with a component of e-library that will see more foreigners participate
- VII. Project steering committee assessment should be conducted within the next six months to the end of this current year
- VIII. Consider establishment of country-based coordination centers of economic policy management in each of the partnering countries. These could be based on key universities teaching economics.

- IX. A gender-responsive marketing strategy for foreign students should be developed and implemented within the remaining period.

TACTICAL

- I. Dissemination of information with a broader university audience and working closely with other college units to ensure sustainability should be promoted. The nature of short courses should embrace college diversity as well as stakeholders outside the college but within the university
- II. A well facilitated examination coordination office for EPM students should be created and effectively facilitated. The nature of foreign students requires a different handling from ordinary Ugandan students.
- III. An international coordination officer should be recruited among the project team members to ensure and coordinate international marketing of students. This office would be charged with international student recruitment, reception on admission, processing of visas and other assigned activities to do with international students.
- IV. Gender-targeted marketing should be encouraged for the remaining period.
- V. Remuneration for the project accounts staff who are sharing salaries which were meant for one person should be worked upon
- VI. Develop an evaluation matrix to monitor the quality of COBAM's training activities

OPERATIONAL

- I. Improve the efficiency and effectiveness of processing and release of student results. There should be effective communication to the students in case there is any genuine delay.
- II. A review the payment systems between the Centre and College would go a long way in ensuring academic activities on the programme are not affected. Resources for core academic activities should be handled at college and school level to facilitated effective payments.
- III. Enforcement of sanctions relating to marking of examinations and supervision of students to ensure timely completion.

REFERENCES

Project Quarterly Reports:-

- Project Quarterly Report Jan-March 2013
- Project Quarterly Report April-June 2013
- Project Quarterly Report July-September 2013
- Project Quarterly Report October -December 2013
- Project Quarterly Report Jan-March 2014
- Project Quarterly Report April-June 2014
- Project Quarterly Report July-September 2014
- Project Quarterly Report October -December 2014
- Project Quarterly Report Jan-March 2015
- Project Quarterly Report April-June 2015
- Project Quarterly Report July-September 2015
- Project Quarterly Report October -December 2015

Economic Policy Management Program Phase Iv Grant Agreement No. 287 Operational Work Plan & Budget

- Operational Work Plan & Budget 2012-June 2013
- Operational Work Plan & Budget July 2013-June 2014
- Operational Work Plan & Budget July 2014-June 2015

ANNEXES

ANNEXTURE1: Instrument For Evaluation Of Teaching And Learning

Objective: The objective of this tool is to collect feedback on the effectiveness of teaching and learning process in order to document and replicate best practices and improve where there are still gaps. Your views will not be attached to your name (there is no space for you to record your name) therefore feel free and provide genuine/unbiased feedback

Section A: Information about the Courses

1. **Programme** **Mode of Study** a) Day b) Evening
2. **Sex** a) Male b) Female
3. **Nationality**(1) Ugandan 2) Foreign student

Tick the box (es) that best describe your views on the learning process experienced
Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (N) Disagree (D) Strongly Disagree (SD)

	SA	A	N	D	SD
Section B: The courses	1	2	3	4	5
5 Had positive impact on my learning					
6 Improved my capacity of independent learning					
7 Had positive impact on my professional practice					
8 Are relevant to my career prospects					
10 Improved my knowledge and understanding of policy matters					
11 Challenged my thinking and ideas					
12 Encouraged me to read widely					
13 Facilitated me with relevant learning opportunities					
Section C: The Course Lecturers					
14 Gave clear description of course objectives					
15 Were knowledgeable and resourceful in the subject matter					
16 Always came to class prepared					
17 Conducted the Lectures as scheduled					
18 Would review the previous lecture and blend with current topic					
19 The methods supported my personal study and understanding of the course					
20 Assignments supported course objectives					
21 Gave and marked assignments and gave timely feedback					
22 Completed the syllabus					
23 Were audible and effective communicators					
24 Had cordial and professional relationship with students					
25 Guided and counselled students on academic problems					

Section F: Other comments

26. What have so far been your best aspect (s) of the courses?

.....
.....

27. What have been the most challenging aspect(s) of the courses that need improvement?

.....
.....

28. In your view, what facilitated the good teaching and learning?

.....
.....

29. What constrained or hindered better teaching and learning?

.....
.....

30. Is the EPM program still relevant in your view? Give any reasons

.....
.....

31. What is your view on the inclusion/exclusion of internship on this program? Give brief explanations

.....
.....

THANK YOU VERY MUCH FOR YOUR FEEDBACK

ANNEXTURE 2: Mid-Term Review Of The Epm Program

Lecturer Response form

You have been teaching on the following EPM program, briefly respond to all the following:-

1. Relevance: how relevant is the EPM program?
.....
.....
.....
2. Effectiveness: how effective and efficient has the EPM Phase IV been managed?
.....
.....
3. Impact: what has so far been attained in your view by the EPM Phase IV?
.....
.....
4. Sustainability: is the EPM initiative sustainable beyond the current funding period?
State reasons
.....
.....
5. In your view: generally state what you believe has worked well on the entire EPM Phase
.....
.....
6. State what you believe has not been done well on the project and describe briefly
what you feel should be done to improve the management of the project.
.....
.....
7. Give any other general comment about the EPM Phase IV project
.....
.....

Thank you

